

PERCEPTIONS OF HUMAN RESOURCE DEVELOPMENT PROFESSIONALS
TOWARD THEIR PROFESSIONAL ASSOCIATION'S STANDARDS ON ETHICS
AND INTEGRITY

A Dissertation

by

VANESSA ANN CLAUS

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

Approved by:

Chair of Committee,	Fredrick Muyia Nafukho
Committee Members,	Kelli Peck- Parrott
	Judy R. Sandlin
	Ben Welch
Head of Department,	Fredrick Muyia Nafukho

May 2013

Major Subject: Educational Human Resource Development

Copyright 2013 Vanessa Ann Claus

ABSTRACT

Researchers have identified the complexity of ethical decision making choices and the influences that assorted professional context variables have on one's ethical frame of reference. To encourage adherence to ethical codes of conduct, professional organizations must recognize the impact that professional context variables have on ethical decision making.

The purpose of this study was to examine Human Resource Development professional's perceptions of the Academy of Human Resource Development's *Standards on Ethics and Integrity* specifically regarding applicability, clarity, and importance of statements. Additionally, this study examined whether Hofstede's Value Survey Module grouped into a three-factor solution.

A questionnaire entitled *Perceptions of Professionals and Scholars Regarding AHRD's Standards* was adapted from five sources and was piloted to ensure instrument reliability and validity. The main study involved 602 respondents for a response rate of 22% ($n = 133$). Results of the study indicate that respondents were clear regarding their understanding of the *Standards*. The highest level of clarity reported was 89.4% and the lowest level of clarity reported was 71.1%. However, respondents were indifferent about their ratings of the application of AHRD's *Standards*. The percentages regarding perceived level of application between AHRD's six statements ranged from 68% (applied) and 28.8% (infrequently applied). Using independent t -test procedures and a series of one-way ANOVAs, differences in levels of agreement were seen in the following groups: educational level, income level, and religious affiliation. Finally, this

study examined if participant responses to the items extracted from Hofstede's Value Survey Module fell into three-factor constructs of individualism/ collectivism, power distance, and uncertainty avoidance. A Principal Component Analysis indicated that the eight statements selected were representative of Hofstede's three-factor solution of cultural dimensions.

Practical implications are discussed regarding these findings, along with explanation for some of the newly developed exploration findings. While the findings of this study were interesting, research related to the influence of professional context variables on ethical decision making needs further examination.

DEDICATION

This dissertation is dedicated to my parents, Thomas and Nancy Claus.

To my Dad, thank you for not giving up on me when you had reached your breaking point. Thank you for leading through example and being firm when necessary, but always understanding. Years later, I am glad we can laugh at the times we fought about school related issues (e.g. were vs. where) and Hooked On Phonics.

To my Mom, thank you for teaching me how to write in an intelligent and detailed manner. Thank you for always pushing me to be my best! And, although seldom mentioned, thank you for carting me around to tutors and summer camps.

Throughout the years, you have both been excellent role models of ethics and the Christian faith. You have taught me the importance of a life well lived. You have showed me that faith and honesty are more important than money and prestige. You have challenged me when necessary and have taught me that anything is possible with faith, hope, and love. Without your love, support, prayer, guidance, and wisdom, this dissertation would be nonexistent.

ACKNOWLEDGEMENTS

“Success is not measured by what you accomplish, but by the opposition you have encountered, and the courage with which you have maintained the struggle against overwhelming odds.”

- Orison Swett Marden

This dissertation is a compilation of years of education, guidance, and mentorship. The pages are a reflection of relationships that I have developed with inspiring individuals, even before my doctoral studies began.

To my chair, Dr. Fredrick Muyia Nafukho, thank you for taking me under your wing and supporting me throughout the past two years. You have been a true example of mentorship, scholarship, and leadership. You have been both a scholar and a listening ear... Thank you for all that you do!

To Dr. Kelli Peck-Parrott, thank you for pushing me to excel through positivity and constructive criticism. Thank you for encouraging me to think critically and practically about my dissertation topic.

To Dr. Judy Reed Sandlin, thank you for being you. You have been a friend, a mentor, a supervisor, a tutor, and a voice of reason. I will always cherish our memories!

To Dr. Ben Welch, thank you for being one of the kindest faces on Texas A&M University's campus. Thank you for your support, encouragement, and positivity. You're a perfect gentleman and a great teacher!

To Dr. Carroll Marion Graham, thank you for your time. I appreciate your guidance throughout this dissertation journey.

To my Statistics Tutor, Brian Hunter, thank you for helping me understand

statistics. Thank you for your calming presence, your kind words, and your constant laughter. I couldn't have done it without you!

To the faculty and staff of Hope College, thank you for inspiring me to be a scholar and a leader. Thank you for believing in me, for praying for me, and for opening doors, which allowed me to reach far beyond my goals.

To Professor Jane A. VanderVelde, your mentorship is unmatched. Your spunk, guidance, and words are with me everyday. I miss you everyday and I hope you know that your words are always with me. I only do French manicures now, because of you...

To the faculty and staff of Eastern Michigan University, thank you for allowing me to be myself. Thank you for your brutal honesty, criticism, and continuous guidance. A special thanks to the MSHROD Program (Dr. Blanchard, Dr. Huszczo, Dr. Milner, Dr. Tubbs, and Dr. Wagner- Marsh), the Office of Student Conduct and Community Standards (Meredith Blaine, Erica Cooper, and Jesus Hernandez), and the Human Resource Office (James Gallaher, Anita Schnars, and Jada Wester).

To the EAHR Department, thank you for being kind and hospitable to a mouthy northerner. Thank you for your help with the most basic and advanced tasks. To the faculty, thank you for supporting me (Dr. Callahan, Dr. Egan, Dr. McLean, Dr. Tolson, and Dr. Wang). You created a critical and analytical thinker.

To the Claus and Westerweel family, thank you for your prayers and guidance. To Grandpa Howard, thank you for giving me your coin... I keep it with me and constantly remember that if you could make it through WWII, I can make it through anything. To Grandma Lucille and Nonnie, thank you for your honesty, humor, and

conversation in the toughest of times. Thank you for encouraging me to be strong in my convictions and to always voice my opinion. To Poppa, thank you for showing me that anyone can have a good attitude, regardless of his or her situation.

To my invaluable network of supportive and loving friends, thank you for sticking by my side. I couldn't have made it throughout the process without your love, support, prayer, humor, and phone calls: the Bloss and Peterson family, the Dang family, the DeLeeuw and Sloothaak family, the Hoyer and Witte family, the Kupres family, Joyce family, the Ngo, the Wester family, the Wilson family, and many more.

To Lonnie Howard, thank you for being a listening ear, a voice of reason, and a constant reminder of success and integrity. I am blessed to know you.

To my sister, Victoria Leigh Claus, thank you for putting up with my bad attitude and unnecessary OCD behavior during times of high stress. Thank you for being my protector and friend. Despite our fights, you ultimately brought a sense of home far from home.

To my faithful Lord and Savior, thank you for carrying me through toughest of times and rejoicing with me during the best of times. Thank you for your whispers, which express your divine plan for my life. Although I often become anxious, every experience that I have had always makes sense in the end. Thank you for blessing me with perseverance, determination, and ambition... But more importantly, thank you for the people who walked along side me and supported me during the toughest of times.

NOMENCLATURE

AHRD	Academy of Human Resource Development
HRD	Human Resource Development
IDV	Individualism versus collectivism
MAS	Masculinity versus femininity
PDI	Power distance
LTO	Long term orientation
UAI	Uncertainty avoidance

TABLE OF CONTENTS

	Page
ABSTRACT	ii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
NOMENCLATURE	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
CHAPTER I INTRODUCTION	1
Background	4
Problem Statement	5
Purpose of the Study	7
Research Questions	7
Delimitations and Limitations	8
Significance of the Study	9
Definition of Terminology	10
Operational Definitions	14
Theoretical Frameworks	17
Summary	19
CHAPTER II LITERATURE REVIEW	21
Ethics	21
Codes of Conduct	27
Professional Codes of Ethics	31
Culture	33
Demographical Factors and Ethical Decision Making	42
Literature Gap	43
Summary	44
CHAPTER III METHOD	45
Research Design	46
Instrumentation	47
Pilot Study Sample Selection	55
Pilot Study Reliability of the Instrument	56

Main Study Population and Sample Selection	58
Dependent and Independent Variables	62
Human Subjects	62
Analysis of the Data	62
Summary	65
CHAPTER IV FINDINGS	67
Professional Context Variables	67
Research Questions	76
Summary	112
CHAPTER V CONCLUSIONS	116
Purpose	116
Research Questions	117
Methodology	118
Research Findings	119
Conclusions	124
Recommendations	128
Summary	135
REFERENCES	137
APPENDIX A	173
APPENDIX B	179
APPENDIX C	180
APPENDIX D	182
APPENDIX E	185
APPENDIX F	186

LIST OF TABLES

TABLE	Page
1 Advantages and Disadvantages of Absolutism	24
2 Advantages and Disadvantages of Relativism	25
3 Advantages and Disadvantages of Situational Ethics	26
4 Felkenes's Law Enforcement Code of Ethics Survey Questions	49
5 Level of Agreement with AHRD's Standards on Ethics and Integrity Survey Question	51
6 Hofstede's Value Survey Module Questions	52
7 AHRD's Eight Statements Taken from Standards on Ethics and Integrity and Asked Separately in the Context of Application and Clarity	54
8 Reliability of Survey Instruments and Constructs from the Pilot Study	57
9 Reliability of Survey Instruments and Constructs from the Main Study	58
10 Research Questions, Levels of Measurement, and Data Analysis	63
11 Gender of the Respondents.....	68
12 Highest Level of Education of Respondents	68
13 Current Employment Classification of Respondents	69
14 Current Employment Sector of Respondents	70
15 Annual Income of Respondents	71
16 Religious Affiliation of Respondents	72
17 Nationality of Respondents	73
18 Variables Influencing Ethics ($n = 133$)	74
19 Respondents Familiarity of AHRD's Standards on Ethics and Integrity	75

20	Agreement with the Existence of a Universal Ethical Code	75
21	Respondents' Perception Regarding the Clarity of AHRD's Standards on Ethic and Integrity	77
22	Clarity Perceptions of Respondents Toward the Six Core Standards on Ethics and Integrity	80
23	Respondents' Perception Regarding the Application of AHRD's Standards on Ethics and Integrity	82
24	Responses Regarding the Application of the Six Core Standards on Ethics and Integrity	85
25	Level of Agreement on AHRD's Standards on Ethics and Integrity	87
26	Respondents Level of Agreement Regarding AHRD's Standards on Ethics and Integrity	89
27	Comparison of Mean Item Levels of Agreement by Gender ($n = 133$)	92
28	Comparison of Mean Item Levels of Agreement by Nationality ($n = 133$) ..	94
29	Comparison of Levels of Agreement on Rating By Employment Status.....	95
30	Post Hoc Tukey's HSD Analysis of Means for Reporting Unethical Behavior by Employment Status.....	97
31	Analysis of Variance on Levels of Agreement on AHRD's Standards Rating By Employment Sector ($n = 133$).....	98
32	Analysis of Variance on Levels of Agreement on AHRD's Standards Rating By Annual Income ($n = 133$).....	99
33	Post Hoc Tukey's HSD Analysis of Means for Reporting Unethical Behavior by Annual Income.....	101
34	Analysis of Variance on Levels of Agreement on AHRD's Standards Rating By Religious Affiliation ($n = 133$)	102
35	Analysis of Variance on Levels of Agreement on AHRD's Standards Rating By Highest Level of Education ($n = 133$).....	104

36	Post Hoc Tukey's HSD Analysis of Means for Using Illegal Means to Achieve Success by Highest Level of Education	106
37	Post Hoc Tukey's HSD Analysis of Means for Using Illegal Means to Accomplish a Task by Highest Level of Education	107
38	Principal Component Analysis of Hofstede's Statements.....	109
39	Oblimin Rotation Results- Three Factor Solution.....	112

CHAPTER I

INTRODUCTION

Newman and Nollen (1996) stated, “Globalization leads to standardization” (p. 753). Globalization has flattened borders and boundaries, thus increasing the convenience of accessing cultures (Friedman, 2007). The benefits and drawbacks of globalization continue to be debated, specifically in terms of cultural and global impact (Beck, 2000; Bigman, 2002; Boyer & Drache, 1996; Cox, 1997; Koolstra, Peeters, & Spinhof, 2002; Parnell & Kedia, 1996; Rabba & McLean, 2002; Ritzer, 2007; Scholte, 2000; Sen, 2002; Weidenbaum, 2005). Our connection to other individuals is rapidly increasing (Mander & Goldsmith, 1996) and globalization is here to stay (Apel, 2000; McLean, 2001). Tomlinson (1999) stated, “Globalization lies at the heart of modern culture; cultural practices lie at the heart of globalization” (p. 1). The impact of globalization will continue to create challenges and opportunities for all cultures; thus, one’s ability to remain globally competent, especially in terms of exposure to individuals of diverse demographical groups, is essential (Appaudurai, 1996; Tomlinson, 1999).

Friedman (2007) addressed ten flatteners that have leveled the global playing field. Such factors, specifically those that are technology related, have broken down invisible boundaries and diminished national borders. Friedman referenced “technology determinism” (p. 416) as an unstoppable force that will continue to affect the economy and the manner in which individuals communicate.

Mainstream research concerning globalization trends has addressed only one aspect of globalization, business globalization. One of the major challenges of

globalization is the inability of many to recognize cultural differences. Many individuals find it difficult to move past ethnocentric viewpoints and recognize the beauty of cultures that are different from one's own (Friedman, 2007, p. 416).

Through knowledge and critical reflection, individuals have the potential to produce positive intercultural relationships, regardless of individual differences (Miller, 1988; Wiseman, Hammer, & Nishida, 1989). Consequently, the essential nature of becoming a global citizen who possesses cross-cultural competence remains crucial (Gertsen, 1990; Leiba- O'Sullivan, 1999; Magala, 2005).

Understanding the impact of demographical differences, specifically related to ethical decision making, is vital. Lum (2011), as well as St Clair and McKenry (1999), emphasize the influence that culture has on ethical decision making. Thorough exploration of the literature indicated the complexity of cultural factors influencing ethics. Additionally, researchers have examined the importance of looking beyond ethics in relationship to national culture and thus, have begun to examine the importance of ethical behavior in organizational cultures (Ardichvili, Mitchell, & Jondle, 2009; Ferrell, Fraedrich, & Ferrell, 2012; Key, 1999). Expanding upon the influence of an organization's cultural ethics, researchers in the literature have shifted focus towards organizational business ethics related as linked to the impacts of leader's ethical decisions (Ralston, Egri, de la Carranza, Ramburuth, & Terpstra- Tong, 2009; Sarros & Santora, 2001). Other literature related to an organization's ethical behavior is more so focused on the impact of industry standards on ethical decisions (O'Fallon & Butterfield, 2005); however, only a small subset of research, to date, has explored the impact (e.g.

relationship and influence) of professional context variables, specifically nationality, on ethical decision making patterns.

The *Journal of Business Ethics* has been a frontrunner in the exploration of parallels among demographic variables and ethical decision making. Various theoretical models have been created, which support correlations between assorted demographic factors and ethics (Gupta, Cunningham, & Arya, 2009; Hunt & Vitell, 1986; Tan & Chow, 2009) however, despite an abundance of research, study findings regarding factors influencing ethics remain inconclusive and have led to additional questions.

Professional organizations, in certain employment sectors (e.g. medicine, law, and business), have addressed various ethical concerns in relationship to professional codes (Halbert & Ingulli, 2011; Pattinson, 2011). In the field of Human Resource Development, a number of articles have been published concerning ethical standards and behavior pertaining to professional responsibilities (Bierema & D'Abundo, 2004; Foote & Ruona, 2008; Hatcher, 2005; McDonald & Hite, 2005). Russ-Eft and Hatcher (2003) provided additional questions that need to be considered regarding HRD and culture:

What needs to be done at this point is to test this code in a variety of cultures.

Presumably using the five cultural dimensions outlined by Hofstede (2001), HRD representatives of countries from the outlying ends of those dimensions could be asked to review and comment on the standards. We recognize that such representatives might have different cultural preferences than the majority of their compatriots within these countries; however, the representatives would understand those preferences and could articulate them to others. (p. 303)

In accordance with Russ-Eft and Hatcher (2003), this dissertation examined perceptions of Human Resource Development professionals regarding the importance, clarity, and applicability of AHRD's *Standards on Ethics and Integrity*, which were created in 1997 and last revised in 1999 (AHRD, 2012). The researcher addressed the influence of professional context variables/ demographic variables, with attention being placed on nationality, as well as other factors including gender, highest level of education, employment status, sector of employment, annual income, and religious affiliation.

Background

During the 1990s and 2000s, President William Clinton, Tiger Woods, Kwame Kilpatrick, Lindsey Lohan, Bernie Madoff, Rupert Murdoch, Enron, Arthur Andersen, British Petroleum, Exxon Valdez, Barclays Capital, Dyncorp, Walmart, the Chevron Corporation, Royal Dutch Shell, and the Lehman Brothers (to name a few) became synonymous with unethical behavior (Bartlett, 2003; Kolb, Lin, & Frisque, 2005; Lefkowitz, 2006). From the individual to corporate level, unethical decisions have lasting effects on many elements including business strategy, reputation, and, ultimately, the demise or survival of an individual, group, corporation, and so on (Darley, Messick, & Tyler, 2009; Gino, Ayal, & Ariely, 2009). Although the severity of each scandal might differ in terms of generational remembrance, the premise behind these indignities remains consistent with one factor: people behaving unethically.

Ardichvili, Mitchell, and Jondle (2009) concluded that corporate scandals and institutional crises have increased the level of attention being placed on ethics and

ethical decision making, thus amassing the importance of ethical awareness, training, and education. While ethical codes are essential in determining behavior deemed as right or wrong, just or unjust, and moral or immoral, codes often serve only as guiding principles to protect an organization from legal accountability (Somers, 2001; Stevens, 2008). Paine (1993) further characterized corporate ethics program as based on two components: compliance based or values based. Jackson (2001) also addressed the essential nature of corporate ethics program, whether compliance or values based, focusing on nationality as a factor of consideration.

Problem Statement

Advocates of universal ethical standards or codes of ethics have recommended continuous development of professionals through value infusion programs and training and, therefore, acknowledge the feasibility of creating universal codes of ethics specific to one's industry or discipline (Apel, 2000; Burns, Dean, Hatcher, Otte, Preskill, & Russ-Eft, 1999; Hunt & Tirpock, 1993; Kruckeberg, 1993). The development, implementation, and adaptation of a universal code/ ethical standards, which fails to account for demographic influences regarding ethical decision making, is viewed by some as ethical absolutism and ethnocentrism (Harris & Moran, 1991). Ogundele and Hansen (2013) stated, "Ethics involves the study of moral choices. It is concerned with right versus wrong, good versus bad, and the many shades of grey in supposedly black-and-white issues" (p. 112). In popular literature, Ogundele and Hansen's (2013) statement is an adapted viewpoint about the grey factors, specifically demographic and psychological viewpoints, associated with ethics.

Early scholars attempted to address the question, is morality universal? Kant (Barnes, 1984) and Socrates (Fuller, 1965) believed that morality was situational and thus, could not be simply defined as right or wrong. Critics of early moral relativists argued for moral absolutism/ moral universalism (Gowans, 2004; Lukes & Runciman, 1974). Plato and Aristotle believed that actions are moral or immoral regardless of individual, societal, or cultural variables. Multiple viewpoints and theories related to morality have been incessantly debated, and one true answer regarding morality has yet to be confirmed (Pojman & Fieser, 2010).

Schwartz (1999) and Cahill (2002) believe that universal values and ability to distinguish right from wrong are engrained in all humans, regardless of nationality or other professional context variables. Schwartz (1999) and Cahill's (2002) research has been cited as a baseline belief supported by theorists who continuously advocate for universal ethical standards or codes of ethics (Ameer, 2013; Apel, 2000; Ignatieff, 2012). Those opposing universal ethical standards argue that cultural variability is undeniable (Donnelly, 1984), morality is dependent upon the principles that one emulates (Harman, 1975, 2000), and that too many factors influence one's ethical/ moral compass (Morgan, 2011).

To understand the universality and transferability of ethical decision making, additional research related to the various influential components of ethics is needed. Thus, to create codes of ethics that are not only widely used, but also highly regarded and frequently applied, a working understanding of the impact of various factors, specifically demographics, as related to ethics is essential (assuming that ethics are not

universal), hence the need for this study.

Purpose of this Study

The purpose of this study was to examine Human Resource Development professional's perceptions of AHRD's *Standards on Ethics and Integrity*. More specifically, this study examined member perceptions of the *Standards on Ethics and Integrity* in terms of the applicability, clarity, and importance of code items. Additionally, this study examined whether Hofstede's Value Survey Module (2008) grouped into a three-factor solution.

Research Questions

Five research questions guided this study. These research questions included:

1. Did Human Resource Development professionals who participated in this study consider the *Standards on Ethics and Integrity* clear enough to be useful as a guide in their research, teaching, and practice?
2. Did Human Resource Development professionals who participated in this study perceive that their professional association's *Standards on Ethics and Integrity* were being applied?
3. Was there a difference in the level of agreement with AHRD's *Standards on Ethics and Integrity* among the Human Resource Development professionals who participated in this study?
4. Did Human Resource Development professionals with distinctive professional context variables (e.g. gender, highest level of education, employment status, sector of employment, annual income, religious affiliation, and nationality) differ

in their perceptions toward their level of agreement of AHRD's *Standards on Ethics and Integrity*?

5. Did the study subjects' responses to the items extracted from Hofstede's Value Survey Module (2008) fall into three-factor constructs of individualism/collectivism, power distance, and uncertainty avoidance?

Delimitations and Limitations

Delimitations and limitations for this study are addressed below.

Delimitations

This study has several delimitations. First, the choice to survey Human Resource Development professionals, who are affiliated with AHRD, limited the study's generalizability. The Academy of Human Resource Development, compared to other professional organizations, such as the Academy of Management, ASTD, and the Society of Human Resource Management, currently has a smaller membership population ($n > 600$ members), thus limiting the data sample size (AHRD, 2012).

Furthermore, in order to assure data manageability, the survey instrument used Likert type items rather than open-ended response items. Finally, the *Standards on Ethics and Integrity* are very detailed and lengthy, thus the ethics questionnaire used items adapted from Felkenes (1984). The study used broad statements rather than each of the individual *Standards on Ethics and Integrity* and therefore, limited the wording of statements to prevent unnecessary lengthiness and reduced survey completion time.

Limitations

The method used to collect data (i.e., web-based survey), limited participation to respondents who owned or had access to an on-line service. Additionally, the survey was designed for English speakers and a translation of the survey was not available.

Further, another limitation of this study was the complex nature of ethical decision making. The study explored the influence of professional context variables/ demographic variables to determine perception, clarity, and application of AHRD's *Standards on Ethics & Integrity*; however, the survey did not account for non-quantifiable variables associated with ethical decision making.

Significance of the Study

The various factors that influence/ comprise ethical decision making and behavior continues to perplex researchers (Ferrell, Fraedrich, & Ferrell, 2012; Loe, Ferrell, & Mansfield, 2000). Although many studies have focused on a handful of demographic factors, specifically related to the influence of income and leadership on ethical decision making (Neumbert, Carlson, Kacmar, Roberts, & Chonko, 2009; Shapiro & Stefkovich, 2010), very few studies have examined differences, as well as correlations between a collection of professional context variables/ demographic variables as related to ethical decision making. The aggregation of factors that independently and dependently influence ethics bring forth rationale for additional research exploration. Considering the deficiency of literature surrounding the influence of various demographic factors, this research is essential.

Research findings should benefit Human Resource Development professionals

when determining policy transferability, the development of training programs, and potential explanations for ethical similarities and differences. Additionally, findings of this study should benefit practitioners in various fields, who seek to develop global codes of ethics/ standards, thus, in return affecting various layers of culture: national, regional, religious, gender, generation, social class, and organizational (Hofstede, Hofstede, & Minkov, 2010).

Although many professional organizations have developed ethical standards, there is a lack of research regarding universal code applicability, specifically concerning professional context/ demographic variables. Findings of this research should assist in generating ideas for future studies, field hypotheses and theories, and code/standard improvement.

Definition of Terminology

Collectivism

“Collectivism stands for a society in which people from birth onward are integrated into strong, cohesive in-groups, which throughout people’s lives continue to protect them in exchange for unquestioning loyalty” (Hofstede, 2003, p. 515).

Collectivism is the opposite of individualism. Collectivism was associated with the following statements in this study, “Having sufficient time for your personal or home life,” “Having a boss/ direct superior you can respect,” “Getting recognition for good performance,” “Having security of employment,” “Doing work that is interesting,” and “Being consulted by your boss in decisions involving your work.”

Cultural relativism

Cultural relativism is “a doctrine that holds that variations are exempt from legitimate criticism by outsiders” (Donnelly, 1984, p. 400). Cultural relativists support situational/ relative truth and recognize the importance of cultural differences.

Ethics

Ethics is “the discipline that deals with what is good and bad and with moral duty and obligations and can be regarded as a set of moral principles or values” (Carroll & Bucholtz, 2008, p. 242).

Ethnocentrism

Ethnocentrism is “applying the standards of one’s own society to people outside that society” (Hofstede, 2003, p. 517).

Femininity

“Femininity stands for a society in which emotional gender roles overlap: both men and women are supposed to be modest, tender, and concerned with the quality of life” (Hofstede, 2003, p. 517). Femininity is the opposite of masculinity.

Individualism

“Individualism stands for a society in which the ties between individuals are loose: everyone is expected to look after him-or herself and his or her immediate family only” (Hofstede, 2003, p. 519). Individualism is the opposite of collectivism.

Individualism was associated with the following statements in this study, “Having sufficient time for your personal or home life,” “Having a boss/ direct superior you can respect,” “Getting recognition for good performance,” “Having security of

employment,” “Doing work that is interesting,” and “Being consulted by your boss in decisions involving your work.”

Integrity

Integrity is an “adherence to moral and ethical principles; soundness of moral character” (Dictionary, 2012). Synonyms of integrity include virtue, honor, and probity.

Long- term orientation

“Long- term orientation stands for the fostering of pragmatic virtues oriented toward future rewards, in particular perseverance, thrift, and adapting to changing circumstances” (Hofstede, 2003, p. 519). Long- term orientation is the opposite of short-term orientation.

Masculinity

“Masculinity stands for a society in which emotional gender roles are clearly distinct: men are supposed to be assertive, tough, and focused on material success; women are supposed to be more modest, tender, and concerned with the quality of life” (Hofstede, 2003, p. 519). Masculinity is the opposite of femininity.

Perception

Perception is defined by “the way in which something is regarded, understood, or interpreted” (Oxford Dictionaries, 2013).

Power distance

Power distance is “the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally” (Hofstede, 2003, p. 521). Power distance is associated with the following

statements in this survey, “Having a boss/ direct superior you can respect,” “Getting recognition for good performance,” “Having security of employment,” “Having pleasant people to work with,” “Doing work that is interesting,” and “Being consulted by your boss in decisions involving your work.”

Short- term orientation

“Short-term orientation stands for the fostering of virtues related to the past and present, such as national pride, respect for tradition, preservation of face, and the fulfilling of social obligations” (Hofstede, 2003, pp. 521-522). Short-term orientation is the opposite of long- term orientation.

Standards

Standards are, “considered by an authority or by general consent as a basis of comparison- an approved model” (Dictionary, 2012). Standards, also associated with code of ethics, serve as guiding principles for professional organizations and members.

Uncertainty avoidance

Uncertainty Avoidance is “the extent to which the members of a culture feel threatened by ambiguous or unknown situations” (Hofstede, 2003, p. 522). Uncertainty Avoidance was associated with the following statement in this survey, “Following organizational rules.”

Values

Values are “broad tendencies to prefer certain states of affairs over others, largely unconscious- to be distinguished from practices” (Hofstede, 2003, p. 523).

Operational Definitions

The following are the formalized definitions as to how the survey question items were measured and defined for analysis.

AHRD's Standards on Ethics and Integrity

This was defined by the following statements (Academy of Human Resource Development, 1999):

1. The knowledge professionals have accumulated by the Human Resource Development profession has enabled them to practice with competence.
2. It does not matter what professional ethics the AHRD Standards imply, as long as HRD professional are competent in their jobs.
3. HRD professionals would use illegal means to achieve professional success, if they thought this were the only way they could do so.
4. HRD professionals must sometimes use unethical means to accomplish a task.
5. If any group or individual knowingly engaged HRD professionals in a practice that was unethical, they would be reported.
6. It is possible for HRD professionals to meet all of their obligations to their profession, organization, and the academy.
7. HRD professional ethics help professionals in dealing with many of today's moral dilemmas.
8. HRD professional ethics help professionals in understanding and respecting differences among groups of people.

Applicability

This was defined by the following statements:

1. HRD professionals do not exploit persons over whom they have supervisory, evaluative, or other authority such as students, supervisees, employees, research participants, and clients.
2. If HRD professionals learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.
3. HRD professionals appropriately document their professional and research work in order to facilitate the provision of services later by them or by other professionals, to ensure accountability, and to meet other requirements of institutions or the law.
4. HRD professionals do not fabricate data or falsify results in their publications.
5. Principal authorship and other publication credits accurately reflect the relative professional contributions of the individuals involved, regardless of their relative status. For example, mere possession of an institutional position, such as faculty status, does not justify authorship credit if one has not worked with the student.
6. Minor contributions to research or to writings for publication are appropriately acknowledged in footnotes, for instance, or in an introductory statement.

Clarity

This was defined by the following statements:

1. HRD professionals do not exploit persons over whom they have supervisory, evaluative, or other authority such as students, supervisees, employees, research participants, and clients.
2. If HRD professionals learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.
3. HRD professionals appropriately document their professional and research work in order to facilitate the provision of services later by them or by other professionals, to ensure accountability, and to meet other requirements of institutions or the law.
4. HRD professionals do not fabricate data or falsify results in their publications.
5. Principal authorship and other publication credits accurately reflect the relative professional contributions of the individuals involved, regardless of their relative status. For example, mere possession of an institutional position, such as faculty status, does not justify authorship credit if one has not worked with the student.
6. Minor contributions to research or to writings for publication are appropriately acknowledged in footnotes, for instance, or in an introductory statement.

Importance

This was defined by the following statements:

1. Having sufficient time for your personal or home life.
2. Having a boss/ direct superior you can respect.

3. Getting recognition for good performance.
4. Having security of employment.
5. Having pleasant people to work with.
6. Doing work that is interesting.
7. Being consulted by your boss in decisions involving your work.
8. Following organizational rules.
9. One can be a good manager without having a precise answer to every question that a subordinate may raise about his or her work.
10. Persistent efforts are the surest way to results.
11. An organization structure, in which certain subordinates have two bosses should be avoided at all cost.

Support

This was defined by the following question:

1. Do you believe that a universal ethical code for professionals should exist?

Theoretical Frameworks

Ethics is rooted within the Greek word *ethos*, which means morals or established customs or conventions of a community or social group (Merriam- Webster, 2012). Many theories of ethics exist, but common to most anthropological theories are the concepts of ethical relativism and ethical absolutism (Coop, 2007; Melden, 2008). Ethical relativism, which is related to cultural relativism, assumes that individual perceptions of morality and ethical behavior are linked to culture, education, and religious beliefs (Donaldson, Werhane, & Cording, 2007). The theory of ethical

relativism, which is deeply rooted in anthropology, will be utilized in this study.

Relativism discourages the categorization of right versus wrong and explores variables related to everyday practices (Donnelly, 1984; Spiro, 2009).

Understanding the implications of ethical decisions has increased attention among policy developers, organizations, and academic institutions (Boston, Bradstock, & Eng, 2012). Many disciplines have attempted to explain the components influencing ethical decisions, yet have produced contradictory findings.

In this study, the researcher has been guided by Hofstede's Cultural Dimensions Theory (2003), which states, "culture derives from one's social environment, not one's genes" (p. 2). Culture has a significant impact on the development of an individual's values, beliefs, and worldview (Harris & Moran, 1991). As further stated by Harris and Moran (1991),

Culture gives people a sense of who they are, of belonging, or how they should behave, and of what they should be doing. Even when there are apparent similarities of people in geographical regions, cultural differences may require alteration of strategy. (pp. 12-13)

Since studying IBM in 1967, Hofstede has gained international recognition for describing various cultural dimensions that influence the manner in which specific cultures operate (Hofstede, 2012). Hofstede's dimensions of culture have provided insight to country norms and also several cultural guidelines for appropriate practices (Hofstede, 2003). Hofstede (2003) categorized national culture in terms of the following dimensions: (1) power distance, (2) uncertainty avoidance, (3) individualism/

collectivism, (4) masculinity/ femininity, and (5) long- term/ short- term orientation. These variables, specifically individualism/ collectivism, power distance, and uncertainty avoidance. were further explored in this study.

In addition to Hofstede's Cultural Dimensions, the researcher will examine the influence of professional context variables and their role on ethical decision making. The lack of research that has examined the influence of demographic variables on ethical decisions validates the need for further exploration of this topic.

Summary

The dissertation is presented in five chapters. Chapter I introduced the background information of this study, including the research problem statement and purpose. Additionally, the significance of the study, terminology and operational definitions, the theoretical frameworks, and a study overview were provided in this chapter. Chapter II contains a review of literature related to ethics, codes of conduct, professional codes of ethics, the influence of culture on ethical decision making choices, and the influence of demographic/ professional context variables on ethical decision making. Chapter III presents the methods used in this study, including the research design, the target and accessible population, the study sample, instrumentation, the pilot study, content and face validity of the instrument, the reliability of the instrument, the explored dependent and independent variables, Human Subjects Protection, data collection procedures, and data analysis. Chapter IV presents an overview of demographic responses, results from the five research questions, and a summary of the findings. Chapter V presents an overview of the study's purpose and research results, as

well as conclusions, implications, and recommendations for future research.

CHAPTER II

LITERATURE REVIEW

The purpose of this study was to examine perceptions of AHRD professionals' attitudes on the applicability, clarity, and level of agreement with AHRD's *Standards on Ethics and Integrity*. This chapter contains a review of related literature. The chapter is divided into five sections: (1) ethics, (2) codes of conduct, (3) professional codes of ethics, (4) culture, and (5) demographical factors and ethical decision making. This chapter concludes by outlining gaps within current literature related to professional context variables and ethical choices.

Ethics

Verma and Goyal (2011) stated, "Values and ethics help in developing the human behavior, the origin and scope of the human values which adds values and ideas in the human behavior and also in the human application of power" (p. 1200).

Researchers have attempted to define the innumerable levels associated with ethical decision making (Abratt & Sacks, 1988; Hoffman & Moore, 1982; Kohlberg, 1981; Owens, 1983; Piaget & Berlyne, 2001; Sapelli, 2013). Ford and Richardson (1994) argued that the influence of an individual's ethical decision making is a combination of a variety of factors including nationality, sex, age, personality, attitudes, values, education, religion, employment, etc. (p. 206). Yet, due to intertwined and complex factors, ethics cannot be isolated into one category. Stajkovic and Luthans (1997) implied that ethical behavior is determined by a variety of categories, primarily related to cultural influence, organizational influence, and one's external environment. Researchers, regardless of

scholarly discipline, continue to debate which components of ethics most strongly influences individual behavior (Curtis, Conover, & Chui, 2012; Ferrell & Fraedrich, 2012; Sparks & Pan, 2010).

Definitions of Ethics

According to Merriam-Webster (2012), the Latin root of the word ethics, *ethos*, means character, sentiment, moral nature, or guiding beliefs of a person, group, or institution. Merriam-Webster's definition appears an ever-encompassing characterization of ethics; however, a universal definition for ethics has yet to be agreed upon (Bove & Empson, 2012). In addition to the complexity surrounding a definition, various synonyms associated with ethics cause confusion. Related words to ethics or ethical reasoning include correct, decorous, proper, seemly, high-minded, noble, commendable, creditable, exemplary, legitimate, esteemed, etc. (Merriam-Webster, 2012; Velasquez, 2006).

Donaldson and Wehane (2007) stated, "Ethics refers to what is good and right for humans" (p. 3). The underlying commonality between definitions is the choice individuals possess in determining right or wrong behavior. The guiding definition for this study is taken from Carroll and Bucholtz (2008), "Ethics is the discipline that deals with what is good and bad and with moral duty and obligations and can be regarded as a set of moral principles or values" (pp. 186-187).

Theories of Ethics

MacKinnon (2010) provided a historical account of ethics, which dates before 637 B.C.E., citing Sappho the Greek poet. Scholars (Davidson, 2005; Schneewind,

1987) have challenged MacKinnon's research regarding the history of ethics and cite Marcus Tullius Cicero (106 B.C.E.) as the father of ethics. Yet, it is important to understand the impact of one's beliefs and school of philosophy when understanding ethical implications. Bartlett (2003) highlighted that various approaches to ethics exist and these approaches influence situational outcomes.

Sociologists (Abbott, 1983; Hayes, 1918), psychologists (Coughlan, 2005; Harman, 2000; Kendler, 2002), theologians (Bonhoeffer, 1959; Gustafson, 1983; Hock, 1996; Walker, Smither, & DeBode, 2012), educators (Brubacher, 1977; Lane & Schaupp, 1989; Lau, 2010), business professionals (Boatright, 2000; Brady & Dunn, 1995; Ferrell, Fredrich, & Ferrell, 2012; Lewis, 1985; Senge, 1997; Sparks & Pan, 2010; van Luijk, 2000), etc. still contemplate the root of ethics and ethical decision making. Many of these researchers have argued that ethical theories can be divided into two categories (e.g. teleological or deontological), yet further philosophical categories of ethics do exist (Forsyth, 1980, p. 174). While the names used to decipher theoretical ethics categories have changed, the premise behind these categories of ethics remains the same (Kelman & Lawrence, 1972; Waller, 2010).

Absolutism

Absolutists believe that there is one universal truth, which is relevant to all situations (Himan, 2007; Thiroux & Krasemann, 2011). Plato (Dilman, 1979), Aristotle (Barnes, 1984), Rawls's Theory of Justice (2005), and Rousseau (Bonney, 1987) were closely associated with the development of absolutism. Absolutism addresses inherent rights and wrongs focusing specifically on truth, rather than the impact of other variables

(e.g. situation, culture, etc.). Moral absolutism, which is commonly associated with the Judeo- Christian faith, argues the need for a set of rules in which all individuals must follow. Moral absolutism utilizes God’s teachings and offers no room for interpretation of “right” versus “wrong” (Geisler, 2010; Stroud, 1998). Table 1 provides information regarding the advantages and disadvantages of absolutism.

Table 1

Advantages and Disadvantages of Absolutism

Advantages	Disadvantages
Clear distinction of what is right or wrong.	Ethnocentric thinking- failure to understand others
Laws of the universe versus laws of humankind.	Difficult to engage in debate
Morality cannot be misinterpreted based upon situation.	Inability to see outside of one’s scope of thinking.

Relativism

Moral relativists acknowledge that one's culture and beliefs influence the manner in which one behaves (Lukes, 2008; Wrong, 2008). Moral relativists account for variables such as cultural practices and individual differences (Donnelly, 1984; Gowans, 2004; McHoskey, 1996). Relativism demonstrates conditionalism compared to that of absolutism. Relativists believe that moral rules are debatable. Velasquez, Andre,

Shanks, and Meyer (1996) stated, “Most ethicists reject the theory of ethical relativism. Some claim that while the moral practices of societies may differ, the fundamental moral principles underlying these practices do not” (para. 4). Kruckeberg (1993) also aligns with Velasquez and colleagues (1996) by stating, “Relativism denies that moral concepts have any international application, all since moral truth is nothing other than internal cultural consensus” (p. 28). Yet, failure to account for cultural differences is also viewed by relativists as ethnocentric behavior. Table 2 provides information regarding the advantages and disadvantages of relativism.

Table 2

Advantages and Disadvantages of Relativism

Advantages	Disadvantages
Encourages open mindedness	Inability to criticize events that are deemed by popular viewpoint as unjust (i.e. Holocaust, FGM)
Encourages respect and tolerance for other cultures, societies, etc.	Contradictory (Berumen, 2003)
Encourages careful analysis before jumping to conclusions	Prevent necessary interference in the face of injustices.
Recognizes the essential nature of differences.	Fails to encourage moral progress- encourage positive/ necessary changes

Situationalism

Fletcher and Childress (1966), the forefront theorists of situational ethics, deduced that right and wrong is dependent upon various conditions. Jean- Paul Sartre (1965) also addressed that situations should set forth the premise for behavior and further explained that individuals should act with wholeheartedness and conviction. Circumstantial information and recognition of the importance of love sets forth the basis of this ethical theory. Situationists believe in the importance of love and explain that love is the one intrinsic good, thus implying love takes precedent over rules and legality (MacFarlane, 2002; Slingerland, 2011). Situationists defend their ethical beliefs by acknowledging what is best for others, rather than what rules state to be best. Table 3 provides information regarding the advantages and disadvantages of situational ethics.

Table 3

Advantages and Disadvantages of Situational Ethics

Advantages	Disadvantages
People centered.	Failure to acknowledge universal laws.
Linkage between justice and love.	Spontaneity
Rules are necessary for a society to survive.	Misinterpretation of situations.

Codes of Conduct

Professional codes of conduct guide the behavior of organizational members by encouraging adoption, commitment, and adherence to standards and bylaws set forth by a governing body. “Ethical standards are central to understanding what constitutes proper conduct as well as expectations of the virtues professionals should possess” (Gellerman, Frankel, & Ladenson, 1990, p. 8).

Standard & Poor 500 acknowledged clear overlap in codes of conduct regardless of organizational type (Forster, Loughran, & McDonald, 2011). Callan (1992) cited that approximately 80% of large corporations have ethical standards and 44% of those organizations provide additional ethics training. Since Callan’s study, the number of organizations that possess ethical standards has increased exponentially, yet research suggests that these codes are lacking (Trevino, 1986) due to impractical application (Trevino & Nelson, 2010) and also lack of socialization/ buy-in (Dean, 1992; L’Etang, 1992; Paine, 1993).

Tyler, Dienhart, and Terry (2008) studied issues associated with codes of ethics. This research showed that companies with effective ethics programs have been able to reduce fines by 95% and organizations that lack codes are 400% more likely to be fined for unethical conduct. Additionally, organizations that adhere to ethical codes, which have been employee-driven, feel more encouraged and supported in their position (Adams, Taschian, & Shore, 2001).

Despite commonalities in codes, current literature suggests that universal ethical standards are needed (Dean, 1992; Hunt & Tirpock, 1993; Kruckeberg, 1993; McLean,

2001). Kahnweiler and Otto (2006) stated, “There is an agreed code of ethics, or at least ethical guidelines, along with structures in place to enforce compliance and punish violators” (p. 221). Yet creation and adoption of codes of conduct have failed many organizations, thus redirecting the debate regarding what components of codes have led to a lack of compliancy. Frechtling and Boo (2012, p. 149) stated, “There is an abundance of corporate codes of ethics, and publish research on them as plentiful,” however, common ethical dilemmas arise everyday (Fennell, 2002; Kaptein & Schwartz, 2007; Langlois & Schlegelmilch, 1999; Long & Driscoll, 2008; Svensson & Wood, 2003).

Various researchers have developed suggestions for the longevity and adherence of codes of conduct (Brandl & Maguire, 2002; Wood & Rimmer, 2003). Carroll and Buchholtz (2008), as well as Sims and Brinkmann (2003), addressed the importance of institutionalization of ethics, as well as the role in which organizational leaders play in terms of creating an ethical culture. Marsick (1997) further explained that the institutionalization of ethics is necessary; but more importantly, codes must be relevant to all individuals, clearly written, and purposefully explained. Newton (1994) and Schwartz (2004) explained that regardless of one’s organizational seniority, individual involvement in the development of a code of ethics is essential.

Additional research suggests that codes of conduct are culturally specific and do not explore the role of culture in terms of lack of commitment/ compliancy (Langlois & Schlegelmilch, 1999; Trevino, 1999). Thus, a working understanding culture, specifically related to a universal code of ethics, must be examined (Chow, 1998).

Universal Codes of Ethics

Researchers have argued that a universal code of ethics is a necessity (Cleek & Leonard, 1998; Hamilton & Krueger, 1989; Kruckeberg, 1993; Webley & Werner, 2008). The effects of globalization, primarily throughout the 1980s and 1990s, increased the urgency of developing universal ethical standards (Bok, 2002; Buller & McEvoy, 1999; Calkin & Berman, 2004; Crocker, 1991; Donaldson, 1996; Germeroth, 1994; Held & McGrew, 2003; Jones, 1991; Kung & Kuschel, 1993).

During the early 1980s, due to globalization concerns, business ethics became a topic of increasing importance (Christie, Kwon, Stoeberl, & Baumhart, 2003), thus influencing the development of two major journals- *Journal of Business Ethics* and the *Business & Professional Ethics Journal*. Since the development of these journals, organizations have placed a great deal of emphasis on ethics research. In fact, a modern-day push for a universal code of ethics has been a goal of the United Nations, specifically an attempt to address Basic Human Rights (Petersmann, 2002). Ferrell, Fraedrich, and Ferrell (2012) stated,

We conclude with an analysis of current and future ethical problems facing global businesses, including global ethical risks, bribery, antitrust activity, Internet security and privacy, human rights, health care, labor and rights to work issues, compensation, and consumerism. (p. 275)

Business researchers have focused on the impact of cultural differences related to the implementation of universal codes (Vitell & Paolillo, 2004). Newman and Nolan (1996) and Forsyth and O'Boyle (2011) asserted that international companies must

account for national culture and adjust policies and procedures accordingly. Arguments for and against universal codes press onward; however, research explains that code considerations must be made, specifically relating to cultural tradition, economic development, employment sector, peer influence, religion, reward systems, etc. (Donaldson, 1996; Ford & Richardson, 1994).

Arguments For a Universal Code of Ethics

Innumerable studies related to the development of a universal code of ethics have occurred. These studies typically highlight one or two cultural variables that might impact the success of universal ethics. Theorists, such as Erez and Early (1993) and Morgeson and Hofmann (1999), assert that morality and ethical assumptions are shared between cultures, thus allowing for universal ethical codes. In addition to philosophical and religious debate, other theorists argue that universal codes are related to morality, conscious, etc. Cahill (2002), Reidenbach and Robin (1990), and Schwartz (1999) believe that universal values and ability to distinguish right from wrong is engrained in all humans, and thus continue to advocate for universal ethical standards or codes of ethics. Buller, Kohls, and Anderson (1991) explained that global ethics are possible when societies understand and make commitments to adhering to a proposed framework. Other noteworthy arguments related to the application of the universal code of ethics include globalization, moral integrity, absolutism, etc. (Apel, 2000; Hunt & Tirpock, 1993; Kruckeberg, 1993).

Arguments Against a Universal Code of Ethics

Cultural relativists believe that a universal code of ethics will hinder the rights of

individuals; henceforth, impeding upon group and cultural differences (Steensma, Marino, Weaver, & Dickson, 2000). Universality fails to account cultural distinctions and can reinforce cultural superiority (Battiste, 2005; Reichert, 2006). Ethnocentrism has generated the misconception that regardless of culture, a commonality exists based upon inherent rights and wrongs (Hooker, 2007).

Christie, Kwon, Stoeberl, and Baumhart (2003) acknowledged the clear overlap between cultural and ethical reasoning. Various researchers have referenced the impact of culture on ethical reasoning, as well as professional environment, industry environment, organizational environment, and personal characteristics (Granitz & Ward, 2001; Hunt & Vitell, 1986; Jones, 1991).

Professional Codes of Ethics

Professional codes of ethics exist to guide behavior of an organization's members (Weaver, 1993, 2001). Professional codes of ethics are dependent upon three dimensions: systemization, generality, and enforceability (Huddleston & Sands, 1995). Generality, among groups of individuals, is frequently used during the creation of professional codes. In fact, many codes of ethics are created from the lens of American business practices, which in return, creates issues in terms of cultural differences (Weaver, 2001).

Similar to the vast majority of professional organizations, AHRD boasts guiding standards for all HRD professionals, regardless of cultural and professional context differences. In 1996, at AHRD's national conference, held in Minneapolis, Minnesota, practitioners began to develop a code of ethical conduct (AHRD, 2012). In 1999, under

the direction and authorship of Timothy Hatcher, Fred Otte, and Hallie Preskill, AHRD published the *Standards on Ethics and Integrity*, which “set forth a common set of values for HRD professionals” (Swanson & Holton, 2001). Since 1999, these codes have yet to be revised (AHRD, 2012).

During early 2001, AHRD’s Ethics Committee created case studies, which addressed proper utilization and application of the *Standards on Ethics and Integrity*. Since the creation of these codes, with the exception of one study by Ianinska (2008), analysis of the *Standards on Ethics and Integrity*, based upon membership perceptions has yet to be thoroughly studied. Researchers associated with AHRD, have emphasized the importance of ethics and professional integrity; however, to date, research related to the strengths and weaknesses of these *Standards on Ethics and Integrity* is lacking.

McLean (2001) stated, “We need to increase our collective devotion to the study of ethics” (p. 220). Ruona and Rusaw (2001) praised the development of AHRD’s *Standards*, primarily due to their ability to strengthen memberships’ ethical commitments. Bates, Chen, and Hatcher (2002) also praise these standards, because of their ability to serve as a basis for decision making at the individual level. Yet, practitioners within the field of HRD address various cultural differences associated with these standards and similarly argue that the *Standards* are culturally exclusive.

Hatcher (2005) redirected this debate by stating, “We must move beyond talking about ethical culture and values to implementing specific systems that proactively reinforce ethical and responsible values through measures, rewards and punishment, and employee learning and development” (p. 44). The implementation of the *Standards on*

Ethics and Integrity is somewhat recent; therefore, additional research related to the clarity, importance, and perception and agreement should be further explored.

Culture

Hofstede (2003) stated, “No group can escape culture” (pp. 10-11). Culture is deeply engrained in an individual’s persona (Adler & Bartholomew, 1992; Boyacigiller & Adler, 1991; Earley & Sing, 1996; Schein, 2004). Park and Lemaire (2011) stated, “No culture is better than another” (p. 162). Culture, similar to ethics, is a compilation of various influences that impact the manner in which a group of people live and behave. Culture shapes the fashion in which individuals view the world (Marquardt, Berger, & Loan, 2004).

McSweeney (2002) stated, “Culture within a single country is very diverse” (p. 23). Understanding culture is a complex process and often times (Seel, 2000), results in gross generalizations rather than fact (Landis, Bennett, & Bennett, 2004). Frequently, one’s understanding of a culture is limited to brief interactions or inadequate research. Adler (2002) explained that a group or country’s culture cannot be associated with all members of the population and therefore, is not all encompassing. Culture is not limited to a large group of individuals, but instead can be found at a variety of levels including individual, family, departmental, societal, ethnic, community, civilization, etc.

Marquardt, Berger, and Loan (2004) categorized culture according to four different groupings: corporate, ethnic, regional, and global. A great deal of research has been conducted on each cultural level; however, recently, corporate culture has been a frequent topic of concern (Maznevski, Gibson, & Kirkman, 1998). While the

categorization of culture differs from scholar to scholar, one truth exists: culture is a continuum and is ever- changing (Hofstede & Bond, 1988).

Definitions of Culture

Definitions associated with culture encourage a working knowledge of the field of anthropology (Goodenough, 2003; Keesing, 1981; Robertson & Fadil, 1999; Smircich, 1983). According to Hofstede (2003), the word culture was derived from Latin roots, which means, “The cultivation of soil or a particular stage of civilization” (p. 385).

In 1952, Kroeber, Kluckhohn, Untereiner, and Meyer compiled 164 academic definitions of culture; since then, this list has grown exponentially. Noteworthy scholars, such as Allaire and Firsirotu (1984), Moore and Lewis (1952), Schein (2004), and many others, have developed comprehensive definitions, theoretical frameworks, and models related to components that define culture. Present day, with the development of various cultural instruments and an increased emphasis placed on the importance of culture, there are countless academic definitions. The abundance of definitions of culture (Bolman & Deal, 1997; Konopaske & Ivancevich, 2007; Kroeber, Kluckhohn, Untereiner, & Meyer, 1952; Scollon & Scollon, 2000; Tylor, 1909), has led to one common finding; though culture influences individuals, the impact of culture’s influences is disputable. Ember, Ember, and Peregrine (2011) used the following definition to define culture:

The customary ways of thinking and behaving of a particular population or society’ incorporating ‘language, religious beliefs, food, preferences, music,

work habits, gender roles, how they rear their children, how they construct their houses, and many other learned behaviors and ideas that have come to be widely shared or customary among the group. (p. 6)

Regardless of definitional components, recognition of the importance of culture and cultural understanding is essential when fostering international relationships, traveling to new countries, and promoting business ventures (Marquardt, Berger, & Loan, 2004).

Dimensions of Culture

In 1967, Greet Hofstede began researching employee values at IBM. Hofstede's initial participants were organizational members from over 40 different countries. Statistical analyses revealed that differences between the values of participant responses depended upon country culture. To date, Hofstede's Cultural Dimensions Theory provides the most comprehensive analysis of cultural components boasting continuous evolvment (Bhagat & McQuaid, 1982), relevance (Minkov & Hofstede, 2011), and statistical rigor (McSweeney, 2002; Sondergaard, 1994).

This study uses Hofstede (1980) as a guiding theory; however, it is important to address the wide variety of cultural instruments available. Popular theorists who have explored cultural dimensions include, but are not limited to: Edward Hall (1989), Alex Inkeles and Daniel Levinson (1997), Florence Kluckhoh and Fred Strodtbeck (1961), Fons Trompenaars and Hampden-Turner (2004), Richard R. Gesteland (1999), and Shalom Schwartz (1999). Although these theorists debate the dimensions of culture, according to this specific research, overlap in theories also exists. One foundational

difference between Hofstede's research and other cultural theorists is that Hofstede's Cultural Dimensions are related to basic anthropological, societal, and organizational issues. Yet, Hofstede's research has received criticism throughout the years based upon some of the following concerns: inability to define culture (Baskerville, 2003), limited samples (Smith, Trompenaars, & Dugan, 1995; Sondergaard, 1994), lack of cultural dimensions (Hofstede, 1998; Jones, 2007), methodological error (Blodgett, Bakir, & Rose, 2008; Dorfman & Howell, 1988), and outdated nature of results (Hofstede, 1998).

Since the early 1970s, continuous research has revealed three additional cultural dimensions (Geert Hofstede, 2012). The seven dimensions of Hofstede's Cultural Dimensions Theory include individualism/ collectivism, masculinity/ femininity, power distance, uncertainty avoidance, long- term/ short- term orientation, indulgence/ restraint, and monumentalism/ self-effacement (Hofstede, 2012). Very little research has been conducted since the discovery of the dimensions of indulgence versus restraint and monumentalism versus self-effacement. Hofstede's five most commonly referenced dimensions will be explored in this study.

Individualism versus Collectivism

The categorization of individualism and collectivism, one of Hofstede's most commonly referenced cultural dimensions, refers to the strength of relationships with others (Taras, Kirkman, & Steel, 2010). Within individualistic societies, an emphasis is placed upon oneself and immediate family members. Additionally, competition within individualistic societies is highly encouraged, since one's loyalty and success is viewed as self- created (Hofstede, 2003). Collectivistic societies are those in which individual

success is placed as second to that of the group or culture's success (Hofstede, 2010; Mooij & Hofstede, 2010).

Hofstede (2010) noted the following characteristics differentiating individualistic and collectivistic societies: (1) wealth, (2) geography, (3) birth rates, and (4) history. Additionally, a strong association between communication styles and individualism/collectivism has been discovered (Collier & Thomas, 1988; Neuliep, 2012). Members of individualistic cultures are often direct communicators, while members of collectivistic cultures are often indirect communicators, making it difficult to determine specific wants and needs (Sorensen & Oyserman, 2009). Societies that are individualistic include the United States, Great Britain, Australia, and Canada (Hofstede, 2003). Societies that are collectivistic include Arab countries, Brazil, Jamaica, Japan, and India (Hofstede, 2003).

Hui and Triandis (1986), some of the first researchers to examine the relationship between individualism and collectivism, in relationship to ethics, recognized that Individualistic cultures tend to adhere to universalistic morals, while Collectivistic cultures tended to err on the side of cultural relativism.

Robertson and Fadil (1999) further studied the impact of individualism and collectivism on individual values pertaining to manager decisions and noted results contradictory to Hui and Triandis (1986), while Jackson (2001) and Swaidan (2012) reinforced the findings of Hui and Triandis (1986). Paul, Roy, and Mukhopadhyay (2006) found that there was a relationship between collectivism and ethics, specifically relating to the fact that managers in collectivistic societies tended to be less ethical.

These studies, although contradictory in terms of the relationship between individualism/ collectivism and ethical decision making, in combination with recent findings (Bernardi & Long, 2004; Lee & Ali, 2010; Martin, 2011; Smith & Hume, 2005; Swaidan, 2012), reveal the need for further research.

Masculinity versus Femininity

Masculinity and Femininity, Hofstede's second dimension of culture, is the degree to which traditional masculine traits are preferred to feminine traits. Hofstede (2010) found that the role of women differs less than the role of men from culture to culture. Masculine cultures stress materialism, competition, advancement, financial earnings, etc. Feminine cultures emphasize the quality of one's life, particularly focusing on relationships, nurturing, development, etc. (Hofstede, 2010)

Jandt (2007) stated that in masculine cultures, men and women compete to be the best, while in feminine cultures, men and women place emphasis upon modesty. The following characteristics associated with masculine and feminine countries are geography and birth rates (Hofstede, 2009). Societies that are considered masculine include Japan, Austria, Venezuela, Ireland, and Great Britain; societies that are considered to be feminine include Sweden, Norway, Denmark, and Costa Rica (Aguinis, Joo, & Gottfredson, 2012).

Often, in masculine cultures, paternalistic figures or those in leadership positions create and define appropriate behavior (Eagly & Karau, 2002; Koenig, Eagly, Mitchell, & Ristikari, 2011; Paris, Howell, Dorfman, & Hanges, 2009). L'Etang (1992) found that codes of behavior often receive more support when created through collective

participation, which is behavior associated with feminine cultures. Prior studies done on ethics have left a gap in the literature when it comes to gender differences and ethical decision making.

Power Distance

Power Distance, often referred to as PD or PDI, addresses the degree of inequality within a society (Hofstede, 2010). Society's distribution of power determines how individuals "fit in." Societies that are high in power distance include Malaysia, Guatemala, Panama, Mexico, and India; societies that are low in power distance include Israel, Denmark, and Great Britain (Hofstede, 2010). Generational differences typically influence a country's rank in terms of low or high power distance (Hofstede, Hofstede, & Minkov, 2010). Hofstede (2010) also noted that the following characteristics are associated with power distance: (1) geographical latitude, (2) population, (3) wealth, and (4) history.

Characteristics of high power distance societies include strong hierarchical systems, large gaps between leaders/authority (e.g. wages), unrelenting respect for authority, and few centralized organizations (Maloney, 2003). In high power distance societies, individuals hold elders in high regard and remain obedient to parents, regardless of age (Newman & Nollen, 1996). Additionally, employees within high power distance societies are less likely to make inappropriate remarks about their superiors due to fear or retaliation (Neuliep, 2013). Often, those regarded as leaders or elders are few and far between, thus resulting in an unequal distribution of power. A common method for differentiating high power distance societies from low power

distance societies is the level of equality between workers and superiors (Lok & Crawford, 2004). Often times, within low power distance societies, the ability to challenge leadership and to confront injustices is acceptable (Bochner & Hesketh, 1994).

Various researchers have noted that cultural differences exist to a strong degree in high and low power distance societies (Alas, 2006; Scholtens & Dam, 2007; Sims & Gegez, 2004). In societies that are collectivistic, loyalty towards family and close friends is seen as acceptable; however, in the United States, which is low in power distance, relative to a country like Malaysia, loyalty is viewed as unacceptable and in some states, illegal (Hooker, 2007; Weaver, 2001).

Uncertainty Avoidance

Hofstede (2003) explained that Uncertainty Avoidance refers to a culture's level of comfort with ambiguity and the unknown. Societies that are low in Uncertainty Avoidance are comfortable with risks, the unknown, and tolerant of others (Hofstede, 2010; Davis, Bernardi, & Bosco, 2013). Countries high in Uncertainty Avoidance expect long- term plans, answers, rules, and precision (Hofstede, 2010; Shah, 2012). Deviation from plans and rules within high uncertainty avoidance cultures is often viewed as the disrespectful. The following characteristics are associated with high and low uncertainty avoidance cultures, religion and history. Countries that are high in uncertainty avoidance include Greece, Portugal, Guatemala, and Uruguay. Countries that are low in uncertainty avoidance include Singapore, Jamaica, Denmark, Sweden, Hong Kong, and the United States. Tsui and Windsor (2001) found that individuals in low uncertainty societies are typically more secure and confident in their abilities and

decision making skills.

Although limited research related to ethical decision making and uncertainty avoidance is available, some findings point to a potential correlation between high uncertainty avoidance cultures and lack of code enforcement (Cherry, Lee, & Chein, 2003; Vitell, Nwachukwa, & Barnes, 1993). Additionally, researchers explain that cultures Low in Uncertainty Avoidance are more tolerant of various viewpoints (Lee & Lui, 2012). Yet, other research findings point to the contrary, specifically stating that cultures that were high in uncertainty avoidance also experience increased corruption and a decrease in employee whistle-blowing (Moore, 2008; Sanchez, Gomez, & Wated, 2008; Zhang, Chiu, & Wei, 2009).

Long- Term Orientation versus Short- Term Orientation

Hofstede, Hofstede, and Minkov (2010) discovered the cultural component of long- term orientation, often referred to as LTO, which denotes a society's value for traditions, particularly focusing on Confucian ideals. LTO, the fifth dimension of culture, was included in Hofstede's Cultural Dimensions after expansive research, primarily in Asian countries, during the 1990s (Venaik, Zhu, & Brewer, 2011).

Characteristics associated with long- term oriented countries include Confucius principles that teach the importance of shame, dedication, motivation, and loyalty (Bearden, Money, & Nevins, 2006). Long- term orientation, given its recent addition to Hofstede's Cultural Dimensions, applies to only a few countries, primarily Asian countries with the exception of some European countries. Short-term oriented countries value material possessions, quick results, and often encourage citizen's conformity in

regards to current social pressures. Countries that are high in long- term orientation include China, Hong Kong, Taiwan, Japan, and South Korea (Park & Lemaire, 2011).

Additional Factors of Consideration

Hofstede's cultural dimensions serve as a guideline of common cultural practices within specific countries. Yet, as explored above, Hofstede's research is not without criticism. Hegarty and Sims (1978) and White and Rhodeback (1992) found that non-U.S. American citizens were increasingly unethical in comparison to U.S. Americans. Yet, these research discoveries utilized an Etics Approach (e.g. research conducted by outsiders of a culture). Lacniak and Murphy (1993) found that less-developed countries have increased pressures to succeed, thus potentially allowing leaders to overlook specific behavior in order to make a profit. While these studies did not use Hofstede's Cultural Dimensions as the guiding theory, they are still relevant, given findings related to culture and ethical decisions.

Demographical Factors and Ethical Decision Making

A plethora of research has been conducted related to the influence of demographic factors/ professional context variables on one's ethical decision making process. The examination of select professional context variables and the influence of these variables on ethical decision making choices, contribute to the need for addition research exploration. Although many researchers have argued that demographic factors/ professional context variables influence ethical decision-making, a clear indication or link between variables and concrete ethical decision making choices has yet to be established.

The vast majority of research has addressed the role of leadership (Ellis & Abbott, 2012; Ciulla & Forsyth, 2011; Mayer, Aquino, Greenbaum, & Kuenzi, 2012; Northouse, 2012; Rhodes, 2012; Treviño, Brown, & Hartman, 2003), personality characteristics (Brabeck, 1984; Brown, Sautter, Littvay, Sutter, & Bearnese, 2010; Kish-Gephart, Harrison, Trevino, Klebe, 2010), socioeconomic status (Lindsay, 2012; Piff, Stancato, Cote, Mendoza-Denton, & Keltner, 2012), and nationality (Lee, 2010; Tan & Chow, 2009) in terms of ethical decision-making choices. Similar to the argument made by Hunt & Vitell (1986), researchers who have studied the influence of select factors/variables, as related to ethical decision making, have noted that ethical decisions cannot be categorized according to one influential variable, but rather, the influence of many factors both internal (psychological influences, personal convictions, upbringing, etc.) and external (e.g. corporate culture, organizational influence, social pressures, relationships, etc.).

Literature Gap

Hunt and Vitell (1986), referenced as forefront leaders in ethical studies, identified components of ethical decision making, as related to cultural environment, industry environment, organizational environment, and personal experiences. Although previous studies acknowledge factors that contribute to ethical decision making (Robertson & Geiger, 2011), very little research has been conducted related the influence of multiple professional context variables and ethical choices. This gap within the literature is problematic, specifically because researchers assert that ethical decision making is based upon individual principles in terms of right versus wrong, which is

influenced by demographic differences (Ferrell, Fraedrich, & Ferrell, 2011).

To date, limited studies have been conducted related to the impact of professional context variables on organizational codes of ethics, specifically within the field of Human Resource Development. This study provides exploratory information, which can assist in the future development and improvement of the *Standards on Ethics & Integrity* in the Academy of Human Resource Development.

Summary

The literature identified the common themes related to ethical influences. Within the context of professional membership organizations, the literature explored and identified the complexity associated with creating professional codes that are not only utilized, but also applied. The findings of previous researchers who have studied demographic/ professional context variables remain inconclusive. This research study seeks to fill a gap within the literature by examining differences in professional context variables related to clarity, perceptions, and application of ethical standards. Additionally, this study examined whether Hofstede's Value Survey Module (2008) grouped into a three-factor solution.

Chapter III presents the methods used in this study, including the research design, instrumentation, pilot study sample selection and reliability of pilot and main study instrument, main study population and sample selection, main study sample, dependent and independent variables, Institutional Human Subjects information, and data analysis.

CHAPTER III

METHODS

The purpose of this exploratory study was to develop the instrument entitled *Perceptions of Professionals and Scholars Regarding AHRD's Standards* in the pilot study and in the main study to examine Human Resource Development professional's perceptions of AHRD's *Standards on Ethics and Integrity*. More specifically, this study examined member perceptions of the *Standards on Ethics and Integrity* in terms of the applicability, clarity, and importance of code items. Additionally, this study examined whether participant response to Hofstede's Value Survey Module (2008) were in agreement with a Hofstede's three-factor solution. The five research questions in this study included:

1. Did Human Resource Development professionals who participated in this study consider the *Standards on Ethics and Integrity* clear enough to be useful as a guide in their research, teaching, and practice?
2. Did Human Resource Development professionals who participated in this study perceive that their professional association's *Standards on Ethics and Integrity* were being applied?
3. Was there a difference in the level of agreement with AHRD's *Standards on Ethics and Integrity* among the Human Resource Development professionals who participated in this study?
4. Did Human Resource Development professionals with distinctive professional context variables (e.g. gender, highest level of education, employment status,

sector of employment, annual income, religious affiliation, and nationality) differ in their perceptions toward their level of agreement of AHRD's *Standards on Ethics and Integrity*?

5. Did the study subjects' responses to the items extracted from Hofstede's Value Survey Module (2008) fall into three-factor constructs of individualism/collectivism, power distance, and uncertainty avoidance?

To achieve the research purpose, an online survey was developed that obtained HRD professionals' perceptions regarding the *Standards on Ethics and Integrity*. This chapter describes the methods used in this study, including the research design, instrumentation, pilot study sample selection and reliability of pilot and main study instrument, main study population and sample selection, main study sample, dependent and independent variables, Institutional Human Subjects information, and data analysis.

Research Design

The research design associated with this study was exploratory in nature and utilized survey design. There are a number of characteristics associated with survey research design, which reinforced the benefits of the chosen data collection method. Owens (2002) explained that surveys allow for sample uniqueness. Fowler (2008) cited two major benefits of surveys, which include probability sampling and standardized measurement. The benefits of standardized measurement are most applicable to this study, "comparable information is obtained about everyone who is described" (Fowler, 2008, p. 3). For the purpose of this study, a survey was used due to the benefits mentioned by Fowler (2008) and Owens (2002), as well as convenience and timeliness

of responses.

Instrumentation

Through the use of current data collection techniques, in order to reach a large population (Stanton, 1998), the researcher created a web-based survey in Qualtrics (See Appendix A). This method of data collection was chosen due to cost and time benefits (Lazar & Preeces, 1999). As indicated in the literature, there is a strong degree of measurement equivalence between computer and paper survey formats (Davis, 1999). Jansen, Corley, and Jansen (2007) noted that web-based surveys increase response timelines and response rates, and thus are becoming popular amongst quantitative researchers.

To ensure content and face validity, the researcher utilized a variety of strategies. The researcher requested that the student volunteers, who were enrolled in a graduate level Human Resource Management course, reviewed the survey to ensure content and face validity. Haynes, Richard, and Kubany (1995) stated, “Content validity is the degree to which elements of an assessment instrument are relevant to and representative of the targeted construct for a particular assessment purpose” (p. 239). The researcher’s dissertation committee members, comprised of field research experts, reviewed the instrument and provided feedback before the disbursement of pilot test. Committee members assisted by examining the content validity, face validity, and construct validity of the instrument. To further ensure content and face validity, PhD student volunteers within various fields (e.g. Business and Physics), whose results were not utilized within the pilot study, were asked to review and revise any questions/ statements that contained

grammatical errors and/ or wording mistakes. The volunteer doctoral students who reviewed the survey instrument identified no issues with the instrument.

The survey questionnaire was adapted from five sources: sample professional context variable questions (listed above in Tables 4-10), Felkenes' (1984) *Law Enforcement Code of Ethics*, Hofstede's *Value Survey Module* (2008), AHRD's *Standards on Ethics and Integrity*, and literature review guided questions developed by the researcher. First, Felkenes' (1984) survey, which was used to measure the attitudes of police officers towards professional ethics (industry specific), was adapted and revised as an applicable instrument for this study. The reliability found in Felkenes' survey instrument was $r = 0.780$. The police code statements that Felkenes' used to measure the level of agreement with specific code standards was similar to AHRD's statement within the *Standards of Ethics and Integrity*. AHRD's *Standards of Ethics and Integrity* describe General Principles/ Core Components of member adherence, which include: (1) competence, (2) integrity, (3) professional responsibility, (4) respect for people's rights and dignity, (5) concern for others' welfare, and (6) social responsibility (See Appendix C). Based on Felkenes' (1984) research, the researcher of this study identified useable survey statements, specifically related to ethical principles and perceived clarity.

The items that Felkenes used in his survey instrument were concise and aligned with many of the described AHRD General Principles/ Core Components. See Table 4 for the original statements used by Felkenes.

Table 4

Felkenes's Law Enforcement Code of Ethics Survey Questions

Item 1	The knowledge accumulated by police profession has enabled me to practice with competence.
Item 2	I would probably use illegal means to achieve arrest of a criminal suspect, if I thought this were the only way I could do so.
Item 3	It does not matter what professionals or personal ethics a police officer believes in so long as he is competent in his job.
Item 4	If any agency knowingly engaged me in some practice, which I believed interfered with the rights of suspects, such as a right to freedom from unreasonable physical restraint or coercion, I would actively challenge this practice even if it meant possible risk to my job and career.
Item 5	I would take some action if I knew of professionally unethical conduct on the part of a colleague, even if he was not a friend.
Item 6	It is not wrong for an officer to accept small gifts from the public.
Item 7	The principles and values in law enforcement's professional ethics are too abstract and/ or idealistic to be useful in everyday practice.
Item 8	A police officer must sometimes use unethical means to accomplish enforcement of the law.
Item 9	It is possible for a police officer to meet all of his professional obligations to the suspect, profession, agency, and community within a police organization.
Item 10	Law enforcement's professional ethics help me in dealing with many of today's moral dilemmas.
Item 11	I depend mostly on my own personal ethical beliefs rather than law enforcement's ethics to guide me in my professional activities.

The statements the researcher developed can be seen in Table 5. The overall reliability of Felkenes (1984) survey instrument was $r = 0.78$. The reliability of the main study instrument, which incorporated adapted items from Felkenes (1984) instrument was significantly lower, $r = 0.203$. The difference between these reliabilities can be attributed to a variety of factors. The level of agreement with AHRD's *Standards on Ethics and Integrity* was low in reliability when measured by Cronbach's Alpha. Cronbach's Alpha assumes that the statements all represent a one-dimensional factor. The eight statements appear to represent three or more distinctive factors. Further, Spearman Rank Order correlational analysis found the eight statements to have no distinctive pattern of correlating (Choudhury, 2010). The correlations that were significant were low and sometimes negative in relationship. The rest of the correlations were not significant. This finding explains the low reliability findings with the level of agreement with AHRD's *Standards on Ethics and Integrity*.

Table 5*Level of Agreement with AHRD's Standards on Ethics and Integrity Survey Questions*

Item 1	HRD professionals do not exploit persons over whom they have supervisory, evaluative, or other authority such as students, supervisees, employees, research participants, and clients.
Item 2	If HRD professionals learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.
Item 3	HRD professionals appropriately document their professional and research work in order to facilitate the provision of services later by them or by other professionals, to ensure accountability, and to meet other requirements of institutions or the law.
Item 4	HRD professionals do not fabricate data or falsify results in their publications.
Item 5	Principal authorship and other publication credits accurately reflect the relative professional contributions of the individuals involved, regardless of their relative status. For example, mere possession of an institutional position, such as faculty status, does not justify authorship credit if one has not worked with the student.
Item 6	Minor contributions to research or to writings for publication are appropriately acknowledged in footnotes, for instance, or in an introductory statement.

Hofstede's (2008) *Value Survey Module* (2008) statements were also used for this study. The researcher included statements taken directly from Hofstede's instrument, which addressed three of the five measured Dimensions of Culture, specifically focusing on individualism/ collectivism, power distance, and uncertainty avoidance (as shown in Table 6). The choice of selecting these three dimensions of

culture was due to a large body of research that examined and reinforced relationships and correlations between nationality and ethical decision making choices.

There was overlap in the categorization of these three measures, specifically between individualism versus collectivism and power distance. The following Cronbach's Alphas were found in Hofstede's *Value Survey Module* (2008): individualism/ collectivism = 0.770, power distance = 0.842, and uncertainty avoidance = 0.715. The Cronbach's Alpha in the pilot study for Hofstede's eleven statements was $r = 0.60$.

Table 6

Hofstede's Value Survey Module Questions

Item 1	Having sufficient time for your personal or home life.	Individualism/ collectivism
Item 2	Having a boss/ direct superior you can respect.	Individualism/ collectivism; Power distance
Item 3	Getting recognition for good performance.	Individualism/ collectivism; Power distance
Item 4	Having security of employment	Individualism/ collectivism; Power distance
Item 5	Having pleasant people to work with.	Power distance
Item 6	Doing work that is interesting	Individualism/ collectivism; Power distance
Item 7	Being consulted by your boss in decisions involving your work.	Individualism/ collectivism; Power distance

Table 6 (Continued)

Item 8	Following organizational rules.	Uncertainty avoidance
Item 9	One can be a good manager without having a precise answer to every question that a subordinate may raise about his or her work.	Uncertainty avoidance
Item 10	Persistent efforts are the surest way to results.	Uncertainty avoidance
Item 11	An organization structure, in which certain subordinates have two bosses should be avoided at all cost.	Uncertainty avoidance

For the 46-question survey, the researcher at this point chose to use 7 demographic questions, 11 statements from Hofstede's *Value Survey Module*, and 6 questions from Felkenes. The eight statements, described in Table 7, were taken from AHRD's *Standards on Ethics and Integrity*. These statements examined the level of clarity and application of AHRD's *Standards on Ethics and Integrity*. Together, these statements examining clarity and application of AHRD's *Standards on Ethics and Integrity* comprised 16 of the main study survey items. Clarity of AHRD's *Standards on Ethics and Integrity* was examined through the use of a three-point Likert scale (clear, neutral, and unclear). Application of AHRD's *Standards on Ethics and Integrity* was also examined through the use of a three-point Likert scale (frequently applied, neutral, and infrequently applied).

Table 7

AHRD's Eight Statements Taken from Standards on Ethics and Integrity and Asked Separately in the Context of Application and Clarity

Item 1	The knowledge professionals have accumulated by the Human Resource Development profession has enabled them to practice with competence.
Item 2	It does not matter what professional ethics the AHRD Standards imply, as long as HRD professional are competent in their jobs.
Item 3	HRD professionals would use illegal means to achieve professional success, if they thought this were the only way they could do so.
Item 4	HRD professionals must sometimes use unethical means to accomplish a task.
Item 5	If any group or individual knowingly engaged HRD professionals in a practice that was unethical, they would be reported.
Item 6	It is possible for HRD professionals to meet all of their obligations to their profession, organization, and the academy.
Item 7	HRD professional ethics help professionals in dealing with many of today's moral dilemmas.
Item 8	HRD professional ethics help professionals in understanding and respecting differences among groups of people.

The last six questions were developed based upon the researcher's thorough literature review of variables that influence ethics, as well as Russ- Eft and Hatcher's (2003) statement regarding specific recommendations about future AHRD ethical research. The final 46-question survey can be found in Appendix A. This 46-item survey was used to identify the level of agreement on the applicability, clarity, and the

level of agreement regarding AHRD's *Standards on Ethics and Integrity*.

Pilot Study Sample Selection

Prior to dispersing the pilot study, the researcher reviewed literature related to professional standards and codes in order to create a well-developed and reliable instrument. Ianinska's (2008) study on AHRD professionals' perceptions about the *Standards of Ethics and Integrity*, which utilized research questions that were qualitative in nature, was used as a primary survey reference. In November of 2012, in a Human Resource Management graduate course, at a research one institution, the pilot study was distributed to students. These respondents were chosen to participate due to convenience/ access and demographic representation (e.g. diverse in professional context variables).

The pilot study instrument was administered face-to-face, in survey form, to all students in attendance ($n = 40$) to further examine face validity and measure instrument reliability. Survey respondents were diverse in demographic representation, especially as pertaining to professional context representation, which made for an interesting sample. All students in attendance voluntarily agreed to participate in this study and were eligible to participate. The requirement to be eligible as a study participant was that respondents were not current or past members/ affiliates of the Academy of Human Resource Development. This eligibility requirement was created to prevent future overlap of sampling between the pilot study and the main study. These seven professional context variables are part of the 46- question survey developed by the researcher.

There were a number of demographic similarities between the pilot study group and the main study group. Although the groups differed in terms of AHRD membership affiliation (pilot study group respondents were nonmembers and main study group respondents were AHRD members), representation according to gender, nationality, religious affiliation, and employment sector were quite similar. In the pilot study, 62.5% of respondents identified as female and 37.5% of respondents identified as male. The majority of pilot study respondents, as well as main study respondents, identified as Protestant Christian and Roman Catholic. In the pilot study 70% of respondents identified as Protestant Christian or Roman Catholic and in the main study 48.5% of respondents identified as Protestant Christian or Roman Catholic. The third largest religious affiliation (with the exception of non-response) in the pilot study and main study was Muslim. Similarities between national representation within the pilot study and main study also existed. Sixty-five percent of respondents in the pilot study identified as U.S. American, which was similar to the main study in which 78.2% of respondents identified as U.S. American. Differences between the pilot study sample and main study sample related to level of education and employment sector.

Pilot Study Reliability of the Instrument

The reliability of an instrument refers to, “The repeatability and consistency of an instrument” (Shuttleworth, 2009). It is important to know that an instrument can be reliable, but not valid. Kimberlin and Winterstein (2008) explained that a popular method for estimating reliability is Cronbach’s Coefficient Alpha.

Schmitt (1996) addressed the implications associated with requiring a

Cronbach's Alpha of 0.70 and thus, similar to Gronlund (1981) recognized that acceptable Cronbach's Alpha levels below 0.70 are permissible. The obtained Cronbach's Alpha for the pilot study was 0.608 and the Cronbach's Alpha for the main study survey instrument was 0.594. The Cronbach's Alpha coefficients are provided below in Tables 8 and 9. Table 9 provides an overview of the reliability of the pilot survey instrument. The Cronbach's Alpha was not reported for level of agreement with AHRD's *Standards on Ethics and Integrity*, due to the low correlation between these six statements. Overall reliability, excluding level of agreement statements, in the main study was 0.608.

Table 8

Reliability of the Survey Instruments and Constructs from the Pilot Study

Instrument/ Variable	Number of Responses	Number of Items	Cronbach's Alpha
Entire Pilot Instrument	40	31	0.604
Clarity	40	8	0.590
Application	40	8	0.567
Hofstede's Dimension	40	11	0.600

Note. Professional context variables, ethical influences, and level of agreement statements are not addressed in this table, which is reflected in the number of items in the entire pilot study instrument. The Cronbach's Alpha for level of agreement was significantly lower than the Cronbach's Alpha other variables in this study, which is addressed in the Instrumentation section of Chapter III.

Table 9 provides an overview of the reliability of the main study instrument, specifying each category of construct used in the study.

Table 9*Reliability of the Survey Instruments and Constructs from the Main Study*

Instrument/ Variable	Number of Responses	Number of Items	Cronbach's Alpha
Entire Main Study Instrument	133	31	0.594
Clarity	133	8	0.729
Application	133	8	0.643
Hofstede's Dimension	133	11	0.601

Note. Professional context variables, ethical influences, and level of statements are not addressed in this table, which is reflected in the number of items in the entire pilot study instrument. The Cronbach's Alpha for level of agreement was significantly lower than the Cronbach's Alpha other variables in this study, which is addressed in the Instrumentation section of Chapter III.

Main Study Population and Sample Selection

The target population for the main study originally consisted of all current members of the Academy of Human Resource Development ($n = 587$). The Academy of Human Resource Development is a professional organization, which was founded on May 7, 1993, approximately 23 years after the term Human Resource Development was coined by Leonard Nadler (Swanson & Holton, 2001). The Academy of Human Resource Development's Vision Statement, as of 2013, stated, "Leading human resource development through research" (AHRD, 2013, para. 1). Additionally, the Academy of Human Resource Development's Mission Statement, as of 2013, stated,

Encourage the systematic study of Human Resource Development (HRD) theories, processes, and practices; to disseminate information about HRD; to encourage the application of HRD research findings; and to provide opportunities for social interaction among individuals with scholarly and professional interests

in HRD from multiple disciplines and from across the globe. (AHRD, 2013, para. 2)

The membership of the Academy of Human Resource Development is diverse including practitioners (e.g. scholars/ researchers and industry professionals) and students. The Academy of Human Resource Development hosts three annual research conferences and operates four journals including *Human Resource Development Quarterly*, *Human Resource Development International*, *Human Resource Development Review*, and *Advances in Developing Human Resources*. The Academy also offers members the opportunity to join 11 of the Special Interest Groups, which provide a source for forum, mentorship, and networking based upon commonalities in research interests among members.

In January of 2013, membership included 373 regular members (practitioners and retirees), 202 student members, and 12 uncategorized members ($n = 587$). Although precise membership demographic information was limited, of the 533 members who provided gender information, 298 identified as female (56%) and 235 identified as male (44%). Of the 489 members who provided information regarding their highest level of education, 56% ($n = 281$) held a doctoral degree, 42% ($n = 206$) held a master's degree, and 2 members held a bachelor's degree (0.004%).

Main Study Sample

In compliance with protocol assigned by the Texas A&M University's Office of Graduate Studies, the researcher waited to distribute the survey until Texas A&M University's Institutional Review Board granted approval. The target population for this

study originally consisted of all current members of the Academy of Human Resource Development ($n = 587$). Due to AHRD's policy, ListServ access was not available to non-administrators and therefore, access to all AHRD members was 'unattainable.

Before emailing the survey to AHRD's Membership Directory and AHRD's LinkedIn group, the researcher received permission from the then President of AHRD (Appendix B). Upon receiving approval from the President of AHRD, as well as Texas A&M University's Institution Review Board, the researcher emailed all identified AHRD affiliates personalized emails. The emails included the online survey website link, as well as the purpose of the study, time commitment, required human participant information, voluntary participation information, etc. (See Appendix D). The letter sent to participants met IRB compliance requirements (See Appendix D).

The participants selected for this study included members of the Academy of Human Resource Development, who provided a valid email address in AHRD's Membership Directory ($n = 433$). Although AHRD is comprised of 587 members (AHRD, 2012), only 433 members had their information published in AHRD's Membership Directory (AHRD, 2012). Members who had their information published in AHRD's Membership Directory (AHRD, 2012) formed part of the accessible population (not including LinkedIn AHRD members). It is assumed that past and current members of this professional organization are or have been HRD professionals. To gain access to potential past members of AHRD, whose information is not in the current AHRD Membership Directory, members of AHRD's LinkedIn group ($n = 2,212$), who provided an email address in their LinkedIn profile, were contacted ($n =$

169). The total number of survey emails sent was 602 on December 19, 2012.

The online survey was available from December 19, 2012 to January 5, 2013 and was emailed to participants using the researcher's Gmail and Texas A&M University email address. Initially, the survey was to be completed within a 10-day period; however, due to the holiday break, the number of respondents who participated in the survey after ten days was limited ($n = 41$). Therefore, the survey timeline was extended ten additional days to capitalize on responses from individuals who were away from their email. On December 29, 2012 and January 3, 2013, follow up emails were sent to all participants that acknowledging the importance of the survey and explained why a survey timeline extension was being offered (See Appendix E). One hundred and three additional respondents completed the survey after the extension email was sent out. The final survey response was accepted on January 5, 2013 at 7:00 PM EST. Although the survey instrument was opened 144 times, the final sample number of survey respondents was 133 individuals, after data cleaning occurred.

The response rate for this survey, after data cleaning was 22.1%. Van Dalen (1979) explained three factors that account for an adequate sample size: (1) include the nature of the population, (2) the type of research, and (3) the degree of precision. Given Van Dalen's criterion, the researcher found the 22.1% response rate to be sufficient. Additionally, using Krejcie and Morgan's (1970) formula regarding appropriate sample size percentages, this research study was approaching the desirable sample size for a confidence interval of 0.05. Unfortunately, the researcher was unable to attain this required sample size given her best efforts. In contrast to Krejcie and Morgan, Best and

Kahn (1998), as well as Kerlinger (1972), explained that a required sample size is not necessary, as long as respondents are reflective representatives of the population being studied. Membership demographic information, which was provided by the Academy of Human Resource Development to the researcher, was reflected in this study, especially in terms of gender representation and highest level of education.

Dependent and Independent Variables

The dependent variables in the study were Human Resource Development professionals' perceptions regarding the level of agreement with AHRD's *Standards of Ethics and Integrity*, as well as the clarity and application of the *Standards of Ethics and Integrity*.

The independent variables in the study were professionals' professional context variables, which included gender, highest level of education, employment status, sector of employment, annual income, religious affiliation, and nationality.

Human Subjects

The study procedures and survey content was approved by Texas A&M University's Institutional Review Board (See Appendix F). The identity of respondents was protected and no linking identifiers were used. Anonymity was provided to all respondents (Jansen, Corley, & Jansen, 2007).

Analysis of Data

Before the data could be analyzed, the researcher made changes to the data set. The first major adjustment to the data set was to code for missing responses. Then, the researcher removed all blank data rows from SPSS. Blank rows occurred because the

survey was opened 144 times, yet regardless of survey attempt or completion, Qualtrics recorded each time survey participants open the survey. Due the reporting of blank data rows, 11 survey responses were deleted, which resulted in a main study response rate of 22.1% ($n = 133$).

Survey data was analyzed through the use of IBM's Statistical Package for the Social Sciences Version 20.0 (SPSS) computer program. SPSS was chosen as the program to run these statistical analyses for many reasons: it is a well-respected program, provides user-friendly features, is capable of running multiple levels of statistical analyses, etc. (Boston College, 2012; Indiana University, 2007). Table 10 shows the research questions, variables and the levels of measurement and data analytical techniques to be employed.

Table 10

Research Questions, Levels of Measurement, and Data Analysis Methods

Research Questions	Variables and Level of Measurement	Statistical Tools Used to Analyze Data
#1. Did Human Resource Development professionals who participated in this study consider the <i>Standards on Ethics and Integrity</i> clear enough to be useful as a guide in their research, teaching, and practice?	The six core AHRD's <i>Standards on Ethics and Integrity</i> statements were the independent variables; clarity was the dependent variable using interval data.	Descriptive statistics (frequencies, means, and SD)

Table 10 (Continued)

Research Questions	Variables of Level of Measurement	Statistical Tools Used to Analyze Data
#2. Did Human Resource Development professionals who participated in this study perceive that their professional association's <i>Standards on Ethics and Integrity</i> were being applied?	The six core AHRD's <i>Standards on Ethics and Integrity</i> statements were the independent variables; application was the dependent variable using interval data.	Descriptive statistics (frequencies, means, and SD)
#3. Was there a difference in the level of agreement with AHRD's <i>Standards on Ethics and Integrity</i> among the Human Resource Development professionals who participated in this study?	The eight core AHRD's <i>Standards on Ethics and Integrity</i> statements were the independent variables; agreement was the dependent variable using interval data.	Descriptive statistics (frequencies, means, and SD)
#4. Did Human Resource Development professionals with distinct professional context variables (e.g. gender, highest level of education, employment status, sector of employment, annual income, religious affiliation, and nationality) differ in their perceptions toward their level of agreement of AHRD's <i>Standards on Ethics and Integrity</i> ?	The eight items measuring level of agreement for AHRD's <i>Standards on Ethics and Integrity</i> were the dependent variable and were measured at an interval level; professional context variables were the independent variables and were measured at nominal and ordinal levels.	A series of independent <i>t</i> -test were run on gender and nationality. A series of one-way ANOVAs were run on other professional context variables and their corresponding dependent variables (agreement for AHRD's <i>Standards on Ethics and Integrity</i>). If the ANOVA(s) proved to be statistically significant and the independent variable had more than two levels, Post Hoc Tukey's HSD was run.

Table 10 (Continued)

Research Questions	Variables of Level of Measurement	Statistical Tools Used to Analyze Data
#5. Did the study subjects' responses to the items extracted from Hofstede's Value Survey Module (2008) fall into three-factor constructs of individualism/collectivism, power distance, and uncertainty avoidance?	Individualism/collectivism, power distance, and uncertainty avoidance were the dependent variables and were measured at ordinal levels. Nationality (U.S. versus non-U.S. citizens) was the independent variable and measured at the categorical level.	A Principal Component Analysis was run and then rotated using an Oblimin Rotation, which examined Hofstede's Cultural Dimensions (e.g. individualism/collectivism, power distance, and uncertainty avoidance).

Summary

The population of this study included Human Resource Development professionals who identified as past or current members of the Academy of Human Resource Development. Since it was not possible to identify all Human Resource Development professionals, only AHRD members who provided their email address within AHRD's Membership Directory or who identified as members of AHRD's LinkedIn group were contacted via email. The instrument used for this study was an online survey, which was found in Qualtrics. Reliability was established and determined by the use of Cronbach's Alpha, resulting in a pilot study score of 0.608 and a main study score of 0.594.

In this chapter, the researcher has presented the methods used in this study, including the research design, the target and accessible population, the sampling frame, the study sample, instrumentation, the pilot study, content and face validity of the

instrument, the reliability of the instrument, the explored dependent and independent variables, and Human Subjects Protection. Additionally, the researcher has provided a detailed description of the data collection procedures, data screening and coding prior to data analysis, and data analysis. The data analyses, utilizing various statistical tests, are found in Chapter IV.

CHAPTER IV

FINDINGS

Chapter IV is presented in four parts. First, professional context variables are described to enhance understanding of survey respondents. Second, results from each of the five research questions are presented. Third, when appropriate, tables are presented to allow for thorough examination of the data. Fourth, a summary of the findings is presented.

Professional Context Variables

A total of 133 analyzable responses were gathered for the main study. Completion of all survey items was not a criterion for survey submission; hence, respondents could choose to respond to some questions rather than others, therefore explaining a difference in main study survey responses. The response numbers are therefore noted in each analysis that was performed.

Respondent's Gender

Table 11 reveals 54% ($n = 72$) of respondents identified as male and 46% ($n = 61$) of respondents identified as female. More males than females responded to this study.

Table 11*Gender of the Respondents*

Characteristic	Frequency	Percent
<i>Gender</i>		
Male	72	54.0
Female	61	46.0
Total	133	100.0

Highest Level of Completed Education of Respondents

The highest level of education of respondents is reflected in Table 12. Five percent of respondents ($n = 6$) indicated bachelor's degree as their highest level of education, while the vast majority of respondents, 56% ($n = 75$) identified a doctorate degree as their highest level of education.

Table 12*Highest Level of Education of Respondents*

Highest Level of Education	Frequency	Percent
<i>Highest Level of Education</i>		
Doctorate degree	75	56.0
Master's degree	49	37.0
Bachelor's degree	6	5.0
Professional degree	3	2.0
Total	133	100.0

Current Employment Classification of Respondents

The current employment classification of respondents is reflected in Table 13. Seventy- six percent ($n = 101$) of respondents indicated they were employed for wages. Sixteen percent of respondents were students ($n = 21$), while 7% of respondents were self- employed ($n = 9$), and 2% of respondents were unemployed ($n = 2$).

Table 13

Current Employment Classification of Respondents

Employment Classification	Frequency	Percent
<i>Employment Classification</i>		
Employed for wages	101	76.0
Student	21	16.0
Self employed	9	7.0
Currently unemployed	2	2.0
Total	133	100.0

Current Employment Sector of Respondents

The current sector of employment of respondents is shown in Table 14. Fifty-eight employees, 43.6%, indicated they worked in a public university/ college, 12.8% ($n = 17$) identified that they worked in a private university/college, and 22.5% ($n = 30$) of respondents worked in a private business. Details regarding other employment sectors are listed in the table. Four percent of respondents ($n = 5$) chose not to respond to this survey item.

Table 14*Current Employment Sector of Respondents*

Employment Sector	Frequency	Percent
<i>Employment Sector</i>		
Public university/college	58	43.6
Private business	30	22.5
Private university/ college	17	12.8
Nonprofit organization	8	6.0
Governmental	8	6.0
Not applicable/ not employed	6	4.5
School system	1	0.7
Nonresponse	5	3.8
Total	133	100.0

Annual Income of Respondents

The annual income level of respondent is revealed in Table 15. Twenty percent of respondents indicated they made \$100,000 or more per year, 22.6% ($n = 30$) of respondents made between \$70,000 and \$99,999, and 17.3% of respondents ($n = 23$) made between \$40,000 to \$69,999 per year. Five percent of respondents ($n = 7$) chose not to respond to this item on the survey.

Table 15*Annual Income of Respondents*

Annual Income	Frequency	Percent
<i>Annual Income</i>		
Less than \$10,000	5	3.8
\$10,000 to \$39,999	22	16.5
\$40,000 to \$69,999	23	17.3
\$70,000 to \$99,999	30	22.6
\$100,000 or more	26	20.0
Nonresponse	7	5.3
Total	133	100.0

Religious Affiliation of Respondents

Religious affiliation of respondents is noted in Table 16. Thirty-two percent ($n = 43$) of respondents identified as Protestant Christian, 21.1% of respondents ($n = 28$) identified as other, and 16.5% of respondents ($n = 22$) identified as Roman Catholic. Fifteen respondents (11.3%) identified as spiritual, but not religious. Other religious affiliations are presented in the table below. Six respondents, 4.5%, chose not to respond to this item on the survey.

Table 16*Religious Affiliation of Respondents*

Religious Affiliation	Frequency	Percent
<i>Religious Affiliation</i>		
Protestant Christian	43	32.0
Other	28	21.1
Roman Catholic	22	16.5
Spiritual, but not religious	15	11.3
Evangelical Christian	5	3.8
Muslim	5	3.8
Buddhist	4	3.0
Hindu	3	2.3
Jewish	2	1.5
Nonresponse	6	4.5
Total	133	100.0

Nationality of Respondents

The nationality of respondents is shown in Table 17. The majority of respondents, 78%, were U.S. Americans ($n = 104$). Respondents were diverse in nationality representation. The second largest nationality, 3.8%, was South Korean ($n = 5$). Four respondents (3%) identified as other.

Table 17*Nationality of Respondents*

Nationality	Frequency	Percent
<i>Nationality</i>		
American (U.S.)	104	78.2
South Korean	5	3.8
Other	4	3.0
English	2	1.5
British	1	0.8
Cambodian	1	0.8
Columbian	1	0.8
Czech	1	0.8
Danish	1	0.8
German	1	0.8
Indian	1	0.8
Iranian	1	0.8
Irish	1	0.8
Mexican	1	0.8
Saudi Arabian	1	0.8
Vietnamese	1	0.8
Nonresponse	6	4.5
Total	133	100.0

Prevalence of the Variables Influencing Ethics

Respondents identified the various factors that they believe influence ethical decision making; this question offered the option for one or more responses. The responses are listed in Table 18. The four most common factors that respondents believed influenced ethical decision making were culture, values system, moral character, and religion. Eighty-seven percent of respondents ($n = 123$) identified culture as a factor that influenced ethical decision making, while only 28% of respondents believed that gender influenced ethical decision making ($n = 40$).

Table 18*Variables Influencing Ethics (n = 133)*

Variables Influencing Ethics	Frequency	Percentage
<i>Factors of Influence</i>		
Culture	123	87.2
Value system	122	86.5
Moral character	108	76.6
Religion	106	75.2
Informal norms	89	63.1
Consequences	88	62.4
Situation	81	57.4
Formal codes	79	56
Cognitive development	78	55.3
Nationality	70	49.6
Code enforcement	63	44.7
Political system	61	43.3
Age	58	39.7
Gender	40	28.4

Respondents Familiarity of AHRD's Standards on Ethics and Integrity

As reflected in Table 19, respondents indicated if they were familiar with AHRD's *Standards on Ethics and Integrity*. Seventy-three respondents, 54.8%, indicated that they were familiar with AHRD's *Standards on Ethics and Integrity*, while 60 respondents, 45.1% indicated they were not familiar with AHRD's *Standards on Ethics and Integrity*.

Table 19*Respondents Familiarity of AHRD's Standards on Ethics and Integrity*

Characteristic	Frequency	Percent
<i>Familiarity</i>		
Familiar with <i>Standards</i>	73	54.8
Unfamiliar with <i>Standards</i>	60	45.1
Total	135	100.0

Agreement with Existence of a Universal Ethical Code

As reflected in Table 20, respondents expressed their belief about the need for all professional organizations to have universal ethical codes. Sixty-five percent of respondents ($n = 87$) indicated that they believed a universal professional ethical code should exist, while 35% of respondents ($n = 46$) believe that a universal ethical code should not exist.

Table 20*Agreement with the Existence of a Universal Ethical Code*

Characteristic	Frequency	Percent
<i>Agreement</i>		
Agree	87	65.0
Disagree	46	36.0
Total	133	100.0

Research Questions

There were five research questions posed in this dissertation study. There are no specific hypotheses due to the fact that all of the analyses were exploratory in nature.

Research Question 1

The first research question investigated if Human Resource Development professionals who participated in this study considered the *Standards on Ethics and Integrity* clear enough to be useful as a guide in their research, teaching, and practice. Respondents of the study replied to the six items regarding their level of clarity on the *Standards on Ethics and Integrity* as a useful guide in their research, teaching, and practice (Table 21). One hundred and ten respondents (89.4%) indicated the highest level of clarity in AHRD's six statements within the *Standards on Ethics and Integrity* in terms of this statement, "HRD professionals do not fabricate data or falsify results in their publications." Ninety-eight respondents (71.1%) indicated the lowest level of clarity regarding the following statement, "HRD professionals appropriately document their professional and research work in order to facilitate the provision of services later by them or by other professionals, to ensure accountability, and to meet other requirements of institutions or the law."

Table 21

Respondents Perception Regarding the Clarity of AHRD's Standards on Ethics and Integrity

Item	Clear		Neutral		Unclear	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
HRD professionals do not fabricate data or falsify results in their publications. (<i>n</i> = 123)	110	89.4	9	7.3	4	3.3
HRD professionals do not exploit persons over whom they have supervisory, evaluative, or other authority such as students, supervisees, employees, research participants, and clients. (<i>n</i> = 131)	109	83.2	12	9.2	10	7.6
Minor contributions to research or to writings for publication are appropriately acknowledged in footnotes, for instance, or in an introductory statement. (<i>n</i> = 128)	102	79.7	20	15.6	6	4.7
Principal authorship and other publication credits accurately reflect the relative professional contributions of the individuals involved, regardless of their relative status. For example, mere possession of an institutional position, such as faculty status, does not justify authorship credit if one has not worked with the student. (<i>n</i> = 128)	105	82	14	10.9	9	7.0
If HRD professionals learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation. (<i>n</i> = 130)	103	79.2	20	15.4	7	5.4

Table 21 (Continued)

Item	Clear		Neutral		Unclear	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
HRD professionals appropriately document their professional and research work in order to facilitate the provision of services later by them or by other professionals, to ensure accountability, and to meet other requirements of institutions or the law. (<i>n</i> = 128)	91	71.1	20	15.6	17	13.3

In order to report these findings, a scale was established by the researcher that was 1 = *clear*, 2 = *neutral*, and 3 = *unclear*. Based upon upper and lower bounds for grouped interval data, the traditional boundaries were established at the midpoint between scores (Freedman, Pisani, & Purves, 2007). This step was necessary since the scores on the questions were averaged into means and treated as interval ratio data. Averaging these scores created intervals between scores. In this case, respondents who scored between 1.00 and 1.50 would be automatically grouped by SPSS into the *clear* category, while those who scored between 1.51 and 2.50 were categorized as *neutral*, and 2.51 and 3.0 were categorized as *unclear*. The response to the six items pertaining to the clarity of AHRD's the *Standards on Ethics and Integrity* are presented in Table 22. In addition to frequencies and percentages, descriptive statistics were utilized to present data on the clarity of AHRD's *Standards on Ethics and Integrity*. Results revealed that all six items received cumulative mean scores that indicated respondents felt clear on the core standard items outlined in *Standards on Ethics and Integrity*.

Results in Table 22 reveal that items respondents felt were clear included: “HRD professionals do not exploit persons over whom they have supervisory, evaluative, or other authority such as students, supervisees, employees, research participants, and clients” ($M = 1.24$, $SD = 0.583$), “If HRD professionals learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation” ($M = 1.26$, $SD = 0.551$), “HRD professionals appropriately document their professional and research work in order to facilitate the provision of services later by them or by other professionals, to ensure accountability, and to meet other requirements of institutions or the law” ($M = 1.42$, $SD = 0.717$), “HRD professionals do not fabricate data or falsify results in their publications” ($M = 1.14$, $SD = 0.431$), “Principal authorship and other publication credits accurately reflect the relative professional contributions of the individuals involved, regardless of their relative status. For example, mere possession of an institutional position, such as faculty status, does not justify authorship credit if one has not worked with the student” ($M = 1.25$, $SD = 0.575$), and “Minor contributions to research or to writings for publication are appropriately acknowledged in footnotes, for instance, or in an introductory statement” ($M = 1.25$, $SD = 0.532$).

Table 22

Clarity Perceptions of Respondents Toward the Six Core Standards on Ethics and Integrity

Item	<i>n</i>	<i>M</i>	<i>SD</i>	Response Classification
HRD professionals do not fabricate data or falsify results in their publications.	123	1.14	0.431	C
HRD professionals do not exploit persons over whom they have supervisory, evaluative, or other authority such as students, supervisees, employees, research participants, and clients.	131	1.24	0.583	C
Minor contributions to research or to writings for publication are appropriately acknowledged in footnotes, for instance, or in an introductory statement.	128	1.25	0.532	C
Principal authorship and other publication credits accurately reflect the relative professional contributions of the individuals involved, regardless of their relative status. For example, mere possession of an institutional position, such as faculty status, does not justify authorship credit if one has not worked with the student.	128	1.25	0.575	C
If HRD professionals learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.	130	1.26	0.551	C
HRD professionals appropriately document their professional and research work in order to facilitate the provision of services later by them or by other professionals, to ensure accountability, and to meet other requirements of institutions or the law.	128	1.42	0.717	C

Note. C = *Clear*, N = *Neutral*, and U = *Unclear*. Less than 1.50 is *clear*, 2 to 2.5 is *neutral*, and 2.51 to 3.0 is *unclear*.

Research Question 2

The second question examined if Human Resource Development professionals believed that AHRD's *Standards on Ethics and Integrity* were applied. The responses to the six items pertaining to the application of AHRD's *Standards on Ethics and Integrity* are presented in Table 23. Seventy- six respondents (62.8%) believed the following statement was most frequently applied, "HRD professionals do not fabricate data or falsify results in their publications." Only thirty-six respondents (28.8%) believe that the following statement was frequently applied, "If HRD professionals learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation." The two most infrequently applied statements include, "Minor contributions to research or to writings for publication are appropriately acknowledged in footnotes, for instance, or in an introductory statement" and "If HRD professionals learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation."

Table 23

Respondents' Perceptions Regarding the Application of AHRD's Standards on Ethics and Integrity

Item	Frequently Applied		Neutral		Infrequently Applied	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
HRD professionals do not fabricate data or falsify results in their publications. (<i>n</i> = 121)	76	62.8	38	31.4	7	5.8
HRD professionals do not exploit persons over whom they have supervisory, evaluative, or other authority such as students, supervisees, employees, research participants, and clients. (<i>n</i> = 127)	69	54.3	44	34.6	14	11.0
Minor contributions to research or to writings for publication are appropriately acknowledged in footnotes, for instance, or in an introductory statement. (<i>n</i> = 128)	54	43.5	47	37.9	23	18.5
Principal authorship and other publication credits accurately reflect the relative professional contributions of the individuals involved, regardless of their relative status. For example, mere possession of an institutional position, such as faculty status, does not justify authorship credit if one has not worked with the student. (<i>n</i> = 124)	63	50.8	44	35.5	17	13.7
If HRD professionals learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation. (<i>n</i> = 125)	36	28.8	66	52.8	23	18.4

Table 23 (Continued)

Item	Frequently Applied		Neutral		Infrequently Applied	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
HRD professionals appropriately document their professional and research work in order to facilitate the provision of services later by them or by other professionals, to ensure accountability, and to meet other requirements of institutions or the law. (<i>n</i> = 121)	60	49.6	42	34.7	19	15.7

Based upon upper and lower bounds for grouped interval data, the traditional boundaries were established at the midpoint between scores (Freedman, Pisani, & Purves, 2007). This step was necessary since the scores on the questions were averaged into means and treated as interval ratio data. Averaging these scores created intervals between scores. For the purpose of interpretation, as noted in Table 24, a scale was established by the researcher that indicated frequency of application a score of less than 1.50 was categorized as *frequently applied*, 1.51 to 2.50 was categorized as neutral, and 2.51 and 3.0 was categorized as *infrequently applied*.

Data in Table 24 reveals that five of the items received cumulative mean scores that indicated respondents felt neutral about the application of the six core components of the *Standards on Ethics and Integrity*. The item that respondents felt was applied is, “HRD professionals do not fabricate data or falsify results in their publications” ($M = 1.43$, $SD = 0.603$). The five items in which respondents felt neutral are as follows: “HRD professionals do not exploit persons over whom they have supervisory,

evaluative, or other authority such as students, supervisees, employees, research participants, and clients” ($M = 1.57$, $SD = 0.685$), “If HRD professionals learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation” ($M = 1.90$, $SD = 0.682$), “HRD professionals appropriately document their professional and research work in order to facilitate the provision of services later by them or by other professionals, to ensure accountability, and to meet other requirements of institutions or the law” ($M = 1.66$, $SD = 0.737$), “Principal authorship and other publication credits accurately reflect the relative professional contributions of the individuals involved, regardless of their relative status. For example, mere possession of an institutional position, such as faculty status, does not justify authorship credit if one has not worked with the student” ($M = 1.63$, $SD = 0.715$), and “Minor contributions to research or to writings for publication are appropriately acknowledged in footnotes, for instance, or in an introductory statement” ($M = 1.75$, $SD = 0.750$).

Table 24*Responses Regarding the Application of the Six Core Standards on Ethics and Integrity*

Item	<i>N</i>	<i>M</i>	<i>SD</i>	Response Classification
HRD professionals do not fabricate data or falsify results in their publications.	121	1.43	0.603	FA
HRD professionals do not exploit persons over whom they have supervisory, evaluative, or other authority such as students, supervisees, employees, research participants, and clients.	127	1.57	0.685	N
Principal authorship and other publication credits accurately reflect the relative professional contributions of the individuals involved, regardless of their relative status. For example, mere possession of an institutional position, such as faculty status, does not justify authorship credit if one has not worked with the student.	124	1.63	0.715	N
HRD professionals appropriately document their professional and research work in order to facilitate the provision of services later by them or by other professionals, to ensure accountability, and to meet other requirements of institutions or the law.	121	1.66	0.737	N
Minor contributions to research or to writings for publication are appropriately acknowledged in footnotes, for instance, or in an introductory statement.	124	1.75	0.750	N
If HRD professionals learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.	125	1.90	0.682	N

Note. FA = *Frequently Applied*, N = *Neutral*, and IA = *Infrequently Applied*. Less than 1.50 is *frequently applied*, between 1.51 and 2.50 is *neutral*, and 2.51 and 3.0 is *infrequently applied*.

Research Question 3

Question three examined the level of agreement with AHRD's *Standards on Ethics and Integrity* among the Human Resource Development professionals who participated in this study. Based upon upper and lower bounds for grouped interval data, the traditional boundaries were established at the midpoint between scores (Freedman, Pisani, & Purves, 2007). This step was necessary since the scores on the questions were averaged into means and treated as interval ratio data. Averaging these scores created intervals between scores. For the purpose of interpretation, as noted in Table 25, a scale was established by the researcher that indicated level of agreement as less than 1.50 = *Highly Agree*, 1.51 to 2.50 = *Agree*, 2.51 to 3.50 = *Neither Agree nor Disagree*, 3.51 to 4.50 = *Disagree*, and 4.51 to 5.0 = *Highly Disagree*.

As shown in Table 25, study respondents agreed with only three of AHRD's *Standards on Ethics and Integrity*: "The knowledge professionals have accumulated by the Human Resource Development profession has enabled them to practice with competence" ($M = 2.22$, $SD = 0.868$), "It is possible for HRD professionals to meet all of their obligations to their profession, organization, and the academy" ($M = 1.92$, $SD = 0.922$), and "HRD professional ethics help professionals in understanding and respecting differences among groups of people" ($M = 2.28$, $SD = 0.902$). Next, respondents reported *Neither Agree nor Disagree* on: "If any group or individual knowingly engaged HRD professionals in a practice that was unethical, they would be reported" ($M = 2.89$, $SD = 1.079$) and "HRD professional ethics help professionals in dealing with many of today's moral dilemmas" ($M = 2.38$, $SD = 0.868$). Finally, respondents disagreed with

the following three statements: “It does not matter what professional ethics the AHRD Standards imply, as long as HRD professional are competent in their jobs” ($M = 4.09$, $SD = 0.851$), “HRD professionals would use illegal means to achieve professional success, if they thought this were the only way they could do so” ($M = 4.06$, $SD = 0.909$), and “HRD professionals must sometimes use unethical means to accomplish a task” ($M = 4.33$, $SD = 0.869$).

Table 25

Level of Agreement with AHRD’s Standards on Ethics and Integrity

AHRD Statement	<i>n</i>	<i>M</i>	<i>SD</i>	Response Classification
It is possible for HRD professionals to meet all of their obligations to their profession, organization, and the academy.	132	1.92	0.922	A
The knowledge professionals have accumulated by the Human Resource Development profession has enabled them to practice with competence.	132	2.22	0.868	A
HRD professional ethics help professionals in understanding and respecting differences among groups of people.	132	2.28	0.902	A
HRD professional ethics help professionals in dealing with many of today’s moral dilemmas.	129	2.38	0.868	N

Table 25 (Continued)

AHRD Statement	<i>n</i>	<i>M</i>	<i>SD</i>	Response Classification
If any group or individual knowingly engaged HRD professionals in a practice that was unethical, they would be reported.	131	2.89	1.079	N
HRD professionals would use illegal means to achieve professional success, if they thought this were the only way they could do so.	131	4.06	0.909	D
It does not matter what professional ethics the AHRD Standards imply, as long as HRD professional are competent in their jobs.	132	4.09	0.851	D
HRD professionals must sometimes use unethical means to accomplish a task.	132	4.33	0.869	D

Note. 1 = *Highly Agree*, 2 = *Agree*, 3 = *Neither Agree nor Disagree*, 4 = *Disagree*, and 5 = *Highly Disagree*. Less than 1.50 is *Highly Agree* (HA), 1.51 to 2.50 is *Agree* (A), 2.51 to 3.50 is *Neither Agree nor Disagree* (N), 3.51 to 4.50 is *Disagree* (D), 4.51 and above is *Highly Disagree* (HD).

The responses to the eight items pertaining to the level of agreement with AHRD's *Standards on Ethics and Integrity* are presented in Table 26. Forty- eight respondents (36.4%) highly agreed with the following statement, "It is possible for HRD professionals to meet all of their obligations to their profession, organization, and the academy." No respondents expressed high levels of agreement with the following statement, "HRD professionals would use illegal means to achieve professional success, if they thought this were the only way they could do so." Seventy respondents (53%) highly disagreed with the following statement, "HRD professionals must sometimes use

unethical means to accomplish a task.”

Table 26

Respondents Level of Agreement Regarding AHRD’s Standards on Ethics and Integrity

Item	Highly agree		Agree		Neither agree nor disagree		Disagree		Highly disagree	
	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
It is possible for HRD professionals to meet all of their obligations to their profession, organization, and the academy.	48	36.4	57	43.2	18	13.6	7	5.3	2	1.5
The knowledge professionals have accumulated by the Human Resource Development profession has enabled them to practice with competence.	25	18.9	65	49.2	31	23.5	10	7.8	1	0.8
HRD professional ethics help professionals in understanding and respecting differences among groups of people.	25	18.9	60	45.5	32	24.2	15	11.4	0	0

Table 26 (Continued)

Item	Highly agree		Agree		Neither agree nor disagree		Disagree		Highly disagree	
	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
If any group or individual knowingly engaged HRD professionals in a practice that was unethical, they would be reported.	13	9.9	37	28.2	41	31.3	32	24.4	8	6.1
HRD professionals would use illegal means to achieve professional success, if they thought this were the only way they could do so.	0	0	8	6.1	26	19.8	47	35.9	50	38.2
It does not matter what professional ethics the AHRD Standards imply, as long as HRD professional are competent in their jobs.	2	1.5	6	4.5	12	9.1	70	53	42	31.8
HRD professionals must sometimes use unethical means to accomplish a task.	1	0.8	5	3.8	14	10.6	42	31.8	70	53.0

Research Question 4

Question four examined if Human Resource Development professionals with distinctive professional context variables (e.g. gender, highest level of education, employment status, sector of employment, annual income, religious affiliation, and nationality) differed in their perceptions toward their level of agreement of AHRD's *Standards on Ethics and Integrity*. For this question, an independent *t*-test procedures and a series of one-way ANOVAs were analyzed according to the professional context variable level being examined.

Gender of Respondents and Level of Agreement with AHRD's Standards on Ethics and Integrity

An independent *t*-test procedure was used to determine if differences existed by gender (e.g. male and female) in the levels of agreement with AHRD's *Standards on Ethics and Integrity* (See Table 27). Results of the comparison showed that there were no gender differences among males and females ($p > 0.05$). Females agreed more than males on the following three statements, "Knowledge accumulated has enabled them to practice with competence," "Using illegal means to accomplish a task," "Dealing with moral dilemmas," and "Ethics help in understanding and respecting differences."

There was not a significant difference between females ($M = 4.35$, $SD = 0.840$) and males ($M = 4.30$, $SD = 0.901$) regarding, "Using illegal means to accomplish a task," $t(129) = 0.354$, $p = 0.724$. There was not a significant difference between females ($M = 2.46$, $SD = 0.953$) and males ($M = 2.30$, $SD = 0.792$) regarding, "Dealing with moral dilemmas," $t(126) = 0.994$, $p = 0.322$. There was not a significant difference

between females ($M = 2.32$, $SD = 0.930$) and males ($M = 2.24$, $SD = 0.886$) regarding, “Ethics help in understanding and respecting differences;” $t(129) = 0.486$, $p = 0.628$.

There was not a significant difference between males ($M = 4.06$, $SD = 0.849$) and females ($M = 4.05$, $SD = 0.982$) regarding, “Illegal means to achieve success;” $t(128) = -0.044$, $p = 0.965$. There was not a significant difference between males ($M = 3.04$, $SD = 1.034$) and females ($M = 2.69$, $SD = 1.118$) regarding, “Reporting unethical behavior;” $t(129) = -1.837$, $p = 0.068$

Table 27

Comparison of Mean Item Levels of Agreement by Gender (n = 133)

Item	Female	Male	Diff.	<i>t</i>	<i>p</i>
Knowledge accumulated has enabled them to practice with competence.	2.25	2.21	0.04	0.255	0.799
Competence in their job.	4.00	4.17	-0.17	-1.129	0.261
Illegal means to achieve success.	4.05	4.06	-0.01	-0.044	0.965
Using unethical means to accomplish a task.	4.35	4.30	0.05	0.354	0.724
Reporting unethical behavior.	2.69	3.04	-0.35	-1.837	0.068
Meeting obligations to profession, organization, and academy.	1.83	2.00	-0.17	-1.028	0.306
Dealing with moral dilemmas.	2.46	2.30	0.16	0.994	0.322
Ethics help in understanding and respecting differences.	2.32	2.24	0.08	0.486	0.628

Nationality of Respondents and Level of Agreement with AHRD's Standards on Ethics and Integrity

As revealed in Table 28, there were not significant differences in respondent's nationality (e.g. U.S. citizens and non- U.S. citizens) and level of agreement with AHRD's *Standards on Ethics and Integrity*. There was not a significant difference U.S. citizens ($M = 4.06$, $SD = 0.882$) and non- U.S. citizens ($M = 4.03$, $SD = 0.986$) regarding, "Illegal means to achieve success;" $t(129) = 0.211$, $p = 0.833$. There was not a significant difference U.S. citizens ($M = 2.94$, $SD = 1.056$) and non- U.S. citizens ($M = 2.78$, $SD = 1.149$) regarding, "Reporting unethical behavior;" $t(128) = 0.747$, $p = 0.456$. There was not a significant difference between non- U.S. citizens ($M = 4.54$, $SD = 0.730$) and U.S. citizens ($M = 4.23$, $SD = 0.909$) regarding, "Using illegal means to accomplish a task;" $t(129) = -1.830$, $p = 0.070$. There was not a significant difference between non- U.S. citizens ($M = 2.32$, $SD = 1.002$) and U.S. citizens ($M = 2.28$, $SD = 0.860$) regarding, "Ethics help in understanding and respecting differences;" $t(129) = -0.273$, $p = 0.786$.

Table 28*Comparison of Mean Item Levels of Agreement by Nationality (n = 133)*

Item	U.S.	Non-U.S.	Diff.	<i>t</i>	<i>p</i>
Knowledge accumulated has enabled them to practice with competence.	2.26	2.14	0.12	0.710	0.479
Competence in their job.	4.11	4.11	0.00	-0.011	0.992
Illegal means to achieve success.	4.06	4.03	0.03	0.211	0.833
Using unethical means to accomplish a task.	4.23	4.54	-0.31	-1.830	0.070
Reporting unethical behavior.	2.94	2.78	0.16	0.747	0.456
Meeting obligations to profession, organization, and academy.	1.86	2.08	-0.22	-1.224	0.223
Dealing with moral dilemmas.	2.40	2.33	0.07	0.401	0.689
Ethics help in understanding and respecting differences.	2.28	2.32	-0.04	-0.273	0.786

Employment Status of Respondents and Level of Agreement with AHRD's Standards on Ethics and Integrity

As revealed in Table 29, the level of agreement on AHRD's *Standards on Ethics and Integrity* was compared to employment status (e.g. self employed, self employed, unemployed, student, and employed for wages). In making the comparisons, the difference for each item and for the mean score was compared by employment status

using the ANOVA procedure. Employment status differed significantly as related to “reporting unethical behavior,” $F(3, 121), p = 0.010$.

Table 29

Comparison of Levels of Agreement on Rating By Employment Status (n = 133)

Item	<i>F</i>	<i>P</i>
Knowledge accumulated has enabled them to practice with competence.	0.940	0.469
Competence in their job.	1.121	0.354
Illegal means to achieve success.	0.899	0.498
Using unethical means to accomplish a task.	0.877	0.517
Reporting unethical behavior.	2.970	0.010*
Meeting obligations to profession, organization, and academy.	1.463	0.197
Dealing with moral dilemmas.	0.806	0.567
Ethics help in understanding and respecting differences.	1.152	0.337

Note. * $p < 0.05$.

A series of one-way ANOVAs were used to test for differences in employment status and level of agreement with AHRD’s *Standards on Ethics and Integrity*.

Employment status differed significantly as related to “reporting unethical behavior,” $F(3.121), p = 0.010$.

The ANOVA was significant on employment status and Item 5, which addressed reporting unethical behavior (See Table 30). Given the four categories of employment status, a Bonferroni Correction was done to account for family- wise error. With no correction, the chance of finding one or more significant differences in four tests equals $(0.1855)^4 = 18.55\%$. Therefore, Bonferroni's Adjustment lowered the Alpha value to 0.0125 for appropriate interpretation.

Post Hoc Tukey's HSD tests examined comparisons of employment status groups which indicate that currently unemployed respondents [$F(3, 126) = 1.00, p = 0.00$], students ($M = 2.80, SD = 1.196$), employed for wages ($M = 2.92, SD = 1.066$), and self- employed respondents ($M = 3.11, SD = 0.782$). These four groups were not significantly different from each other using Bonferroni correction. There is a main effect of employment.

Table 30

Post Hoc Tukey's HSD Analysis of Means for Reporting Unethical Behavior by Employment Status

Employment Type	Employment Type	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower	Upper
Employed for Wages	Self employed	-0.192	0.317	0.955	-1.16	0.78
	Unemployed	1.919	0.762	0.062	-0.06	3.90
	Student	0.119	0.262	0.968	-0.56	0.80
Self employed	Wages	0.192	0.371	0.955	-0.78	1.16
	Unemployed	2.111	0.834	0.060	-0.06	4.38
	Student	0.311	0.428	0.886	-0.80	1.43
Unemployed	Wages	-1.919	0.762	0.062	-3.90	0.06
	Self employed	-2.111	0.834	0.060	-4.28	0.06
	Student	-1.800	0.791	0.109	-3.86	0.26
Student	Wages	-0.119	0.262	0.968	-0.80	0.56
	Self employed	-0.311	0.428	0.886	-1.43	0.80
	Unemployed	1.800	0.791	0.109	-0.26	3.86

Employment Sector of Respondents and Level of Agreement with AHRD's Standards on Ethics and Integrity

A series of one-way ANOVAs were used to test for differences in employment sector (e.g. public university/ college, private university/ college, private business, nonprofit organization, school system, governmental agency, and not applicable/ not applied) and level of agreement with AHRD's *Standards on Ethics and Integrity*. The findings from the ANOVA were not significant on any of the items (See Table 31).

Employment sector was not found to be statistically significant when compared to the level of agreement with AHRD's *Standards on Ethics and Integrity*.

Table 31

*Analysis of Variance on Levels of Agreement on AHRD's Standards Rating By
Employment Sector (n = 133)*

Item	<i>F</i>	<i>p</i>
Knowledge accumulated has enabled them to practice with competence.	0.516	0.672
Competence in their job.	0.279	0.840
Illegal means to achieve success.	1.252	0.294
Using unethical means to accomplish a task.	0.700	0.554
Reporting unethical behavior.	2.292	0.081
Meeting obligations to profession, organization, and academy.	0.361	0.781
Dealing with moral dilemmas.	1.656	0.180
Ethics help in understanding and respecting differences.	1.249	0.295

Annual Income Level of Respondents and Level of Agreement with AHRD's Standards on Ethics and Integrity

A series of one-way ANOVAs, shown in Table 32, were used to test for differences in annual income level (e.g. less than \$10,000, \$10,000 to \$39,999, \$40,000 to 69,999, \$70,000 to \$99,999, and \$100,000 or more) and level of agreement with AHRD's *Standards*. Annual income was found statistically significant as related to "reporting unethical behavior," $F(3.988), p = 0.005$.

Table 32

Analysis of Variance on Levels of Agreement on AHRD's Standards Rating By Annual Income (n = 133)

Item	<i>F</i>	<i>p</i>
Knowledge accumulated has enabled them to practice with competence.	0.214	0.930
Competence in their job.	1.826	0.128
Illegal means to achieve success.	1.912	0.113
Using unethical means to accomplish a task.	0.250	0.909
Reporting unethical behavior.	3.988	0.005*
Meeting obligations to profession, organization, and academy.	0.595	0.667
Dealing with moral dilemmas.	2.034	0.094
Ethics help in understanding and respecting differences.	1.929	0.110

Note. * Significant at $p < 0.05$.

The ANOVA was significant using income level and Item 5, which addressed reporting unethical behavior (See Table 33). Post Hoc Tukey's HSD test examined comparisons of annual income levels, which indicated that respondents earning less than \$10,000, \$10,000 to \$39,999, and \$40,000 to \$69,999 were not significantly different than each other on level of agreement with reporting unethical behavior. Given the five levels of income, a Bonferroni Correction was done to account for family-wise error. With no correction, the chance of finding one or more significant differences in five tests equals $(0.2262)^5 = 22.62\%$. Therefore, Bonferroni's Adjustment lowered the Alpha value to 0.01 for appropriate interpretation.

In the Post Hoc Tukey's HSD test, respondents with earnings of less than \$10,000 [$F(4, 118) = 1.80, p = 0.837$] were significantly less likely to agree with Item 5 than \$70,000 to \$99,999 ($M = 2.90, SD = 1.012$) and \$100,000 or more ($M = 3.20, SD = 1.036$). Finally, there were no differences between agreement among \$10,000 to \$39,999, \$40,000 to \$69,999, \$70,000 to \$99,999, and \$100,000 or more.

Table 33

Post Hoc Tukey's HSD Analysis of Means for Reporting Unethical Behavior by Annual Income

Employment Type	Employment Type	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower	Upper
Less than \$10,000	\$10,000 to \$39,999	-1.010	0.304	0.801	-1.07	0.52
	\$40,000 to \$69,999	-0.548	0.624	0.657	-2.34	0.90
	\$70,000 to \$99,999	-0.070	0.214	0.988	-0.63	0.49
	\$100,000 or more					
\$10,000 to \$39,999	Less than \$10,000	0.276	0.304	0.801	-0.52	1.07
	\$40,000 to \$69,999	-0.444	0.683	0.915	-2.22	1.33
	\$70,000 to \$99,999	0.206	0.351	0.936	-0.71	1.12
	\$100,000 or more					
\$40,000 to \$69,999	Less than \$10,000	0.720	0.624	0.657	-0.90	2.34
	\$10,000 to \$39,999	0.444	0.683	0.915	-1.33	2.22
	\$70,000 to \$99,999	0.650	0.648	0.748	-1.04	2.34
	\$100,000 or more					
\$70,000 to \$99,999	Less than \$10,000	0.070	0.214	0.988	-0.49	0.63
	\$10,000 to \$39,999	-0.206	0.351	0.936	-1.12	0.71
	\$40,000 to \$69,999	-0.650	0.648	0.748	-2.34	1.05
	\$100,000 or more					
\$100,000 or more	Less than \$10,000	1.400	0.485	0.037	0.060	2.74
	\$10,000 to \$39,999	0.390	0.272	0.607	-0.360	1.14
	\$40,000 to \$69,999	0.852	0.264	0.014	0.120	1.58
	\$70,000 to \$99,999	0.303	0.245	0.730	-0.380	0.98

Religious Affiliation and Agreement with AHRD's Standards on Ethics and Integrity

As shown in Table 34, a series of one-way ANOVAs were used to test for differences in religious affiliation (e.g. Protestant Christian, Roman Catholic, Evangelical Christian, Jewish, Muslim, Hindu, Buddhist, and spiritual) and level of

agreement with AHRD's *Standards on Ethics and Integrity*. Religious affiliation was found statistically significant as related to "reporting unethical behavior," $F(2.470)$, $p = 0.017$.

Table 34

Analysis of Variance on Levels of Agreement on AHRD's Standards Rating By Religious Affiliation (n = 133)

Item	<i>F</i>	<i>p</i>
Knowledge accumulated has enabled them to practice with competence.	1.487	0.169
Competence in their job.	1.933	0.061
Illegal means to achieve success.	1.922	0.063
Using unethical means to accomplish a task.	0.896	0.522
Reporting unethical behavior.	2.470	0.017*
Meeting obligations to profession, organization, and academy.	0.702	0.689
Dealing with moral dilemmas.	0.916	0.506
Ethics help in understanding and respecting differences.	0.991	0.446

Note. * Significant at $p < 0.05$.

Post Hoc Tukey's HSD test examined comparisons of nine religious affiliations and reporting unethical behavior. Given the nine categories of religion, several of the cell sizes were too small to do a true comparison of means. Further, due to the large number of comparisons, a Bonferroni Correction was done to account for family-wise error. With no correction, the chance of finding one or more significant differences in nine tests equals $(0.57921)^{57.21\%}$. Therefore, Bonferroni's Adjustment lowered the Alpha value to 0.01 for appropriate interpretation.

Additionally, during a Post Hoc Tukey's HSD test, when cell sizes are too small, the likelihood of Type I error is high. Therefore, a harmonic mean sample size was calculated to be 5.270, but none of the religious groups differed significantly by that amount. Therefore, there is an overall main effect of religion; however, the subgroups do not significantly differ from each other.

Highest Level of Education and Level of Agreement with AHRD's Standards on Ethics and Integrity

The ANOVA was significant using highest level of education (e.g. high school graduate, some college credit, associates degree, bachelor's degree, master's degree, professional degree, and doctorate degree) and Items 3 and 4. As shown in Table 35, the ANOVA was significant using highest level of education and Item 3, which addressed using illegal means to achieve success. Additionally, as shown in Table 35, the ANOVA was significant using highest level of education and Item 4, which addressed using illegal means to accomplish a task. Highest level of education was found not significant when compared to the six other items regarding level of agreement with AHRD's

Standards on Ethics and Integrity.

Highest level of education was found statistically significant as related to “illegal means to achieve success,” $F(3.538), p = 0.017$. Highest level of education was found statistically significant as related to “illegal means to accomplish a task,” $F(3.285), p = 0.023$.

Table 35

Analysis of Variance on Levels of Agreement on AHRD's Standards Rating By Highest Level of Education (n = 133)

Item	<i>F</i>	<i>p</i>
Knowledge accumulated has enabled them to practice with competence.	1.103	0.351
Competence in their job.	0.348	0.791
Illegal means to achieve success.	3.538	0.017*
Using illegal means to accomplish a task.	3.285	0.023*
Reporting unethical behavior.	1.155	0.330
Meeting obligations to profession, organization, and academy.	2.364	0.074
Dealing with moral dilemmas.	0.140	0.936
Ethics help in understanding and respecting differences.	0.357	0.784

The ANOVA was significant using highest level of education and Items 3 and 4 (Tables 35). Tukey's HSD Post-Hoc test examined comparisons of highest level of education and item 3, "Using illegal means to achieve success" and highest level of education and item 4, "Using illegal means to accomplish a task."

The ANOVA was significant on highest level of education and Item 3, which addressed using illegal means to achieve success (See Table 36). Given the four categories of education level, a Bonferroni Correction was done to account for family-wise error. With no correction, the chance of finding one or more significant differences in four tests equals $(0.1855)^4 = 18.55\%$. Therefore, Bonferroni's Adjustment lowered the Alpha value to 0.0125 for appropriate interpretation. Tukey's HSD Post-Hoc test revealed that professional degree ($M = 2.67, SD = 1.155$) is not significantly different in agreement from a bachelor's degree ($M = 3.50, SD = 0.837$); however, professional degree agreement [$F(3, 126) = 3.53, p = 0.017$] was significantly lower than a doctorate degree ($M = 4.08, SD = 0.878$) and a master's degree ($M = 4.17, SD = 0.883$).

Table 36

Post Hoc Tukey's HSD Analysis of Means for Using Illegal Means to Achieve Success by Highest Level of Education

Education	Education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower	Upper
Bachelor's Degree	Master's degree	-0.667	0.383	0.306	-1.66	0.33
	Professional degree	0.833	0.625	0.543	-0.79	2.46
	Doctorate degree	-0.582	0.375	0.410	-1.56	0.39
Master's degree	Bachelor's degree	0.667	0.383	0.306	-0.33	1.66
	Professional degree	1.500	0.562	0.026	0.33	2.87
	Doctorate degree	0.084	0.164	0.955	-0.34	0.51
Profession degree	Bachelor's degree	-0.833	0.625	0.543	-2.46	0.79
	Master's degree	-1.500	0.526	0.026	-2.87	-0.13
	Doctorate degree	-1.416	0.164	0.037	-2.77	-0.06
Doctorate degree	Bachelor's degree	0.582	0.375	0.410	-0.39	1.56
	Master's degree	-0.084	0.164	0.955	-0.51	0.34
	Professional degree	1.416	0.520	0.037	0.06	2.77

The ANOVA was significant on highest level of education and Item 4, which addressed using illegal means to accomplish a task (See Table 37). Given the four categories of education level, a Bonferroni Correction was done to account for family-wise error. With no correction, the chance of finding one or more significant differences in four tests equals (0.1855) 18.55%. Therefore, Bonferroni's Adjustment lowered the Alpha value to 0.0125 for appropriate interpretation.

Tukey's HSD Post-Hoc test revealed that bachelor's degree [$F(3, 127) = 3.285$, $p = 0.023$] was significantly less in agreement than master's degree ($M = 4.48$, $SD =$

0.772). However, bachelor's degree was not statistically significant from doctoral degree ($M = 4.30$, $SD = 0.840$) and professional degree ($M = 4.33$, $SD = 1.155$). Finally, there was no difference in agreement between doctoral, professional, and master's degree.

Table 37

Post Hoc Tukey's HSD Analysis of Means for Using Illegal Means to Accomplish a Task by Highest Level of Education

Education	Education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower	Upper
Bachelor's Degree	Master's degree	-1.146	0.367	0.012	-2.10	-0.19
	Professional degree	1.000	0.600	0.346	-2.56	0.56
	Doctorate degree	-0.964	0.360	0.041	-1.90	-0.03
Master's degree	Bachelor's degree	1.146	0.367	0.012	0.19	2.10
	Professional degree	0.146	0.505	0.992	-1.17	1.46
	Doctorate degree	0.182	0.157	0.655	-0.23	0.59
Profession degree	Bachelor's degree	1.000	0.600	0.346	-0.56	2.56
	Master's degree	-0.146	0.505	0.992	-1.46	1.17
	Doctorate degree	0.036	0.500	1.000	-1.26	1.34
Doctorate degree	Bachelor's degree	0.964	0.360	0.041	0.03	1.90
	Master's degree	-0.182	0.157	0.655	-0.59	0.23
	Professional degree	-0.036	0.500	1.00	-1.34	1.26

Research Question 5

Hofstede's *Value Survey Module* (2008) statements were analyzed for this research question. The researcher included statements taken directly from Hofstede's instrument, which addressed three of the five measured survey specific Dimensions of Culture (Hofstede, 2008), specifically focusing on individualism/ collectivism, power distance, and uncertainty avoidance (as shown in Chapter III- Table 6). The choice of selecting these three dimensions of culture was due to a large body of research that examined and reinforced relationships and correlations between nationality and ethical decision making choices.

There was overlap in the categorization of these three measures, specifically between individualism versus collectivism and power distance. The following Cronbach's Alphas were found in Hofstede's *Value Survey Module* (2008): individualism/ collectivism = 0.770, power distance = 0.842, and uncertainty avoidance = 0.715. The Cronbach's Alpha in the pilot study for Hofstede's eleven statements was $r = 0.60$.

This research question examined if study subjects' responses to the statements extracted from Hofstede's Value Survey Module fell into a three-factor construct: individualism/ collectivism, power distance, and uncertainty avoidance (Hofstede, 2008). As shown in Table 38, a Principal Component Analysis was completed on the eight statements that were selected as representative of Hofstede's (2008) three-factor solution of cultural dimensions. An Eigenvalue was found by examining the Eigenvector. An Eigenvector of a square matrix is a non-zero vector. When the

Eigenvector is multiplied by the matrix, it yields a vector that differs from the original at most by a multiplicative scalar (Bonacich & Lloyd, 2001; Nelson, 1976). Eigenvalues, which results in a score of 1.0 or higher, indicate that a factor is present. In many instances, Principal Component Analysis does not yield clear loadings.

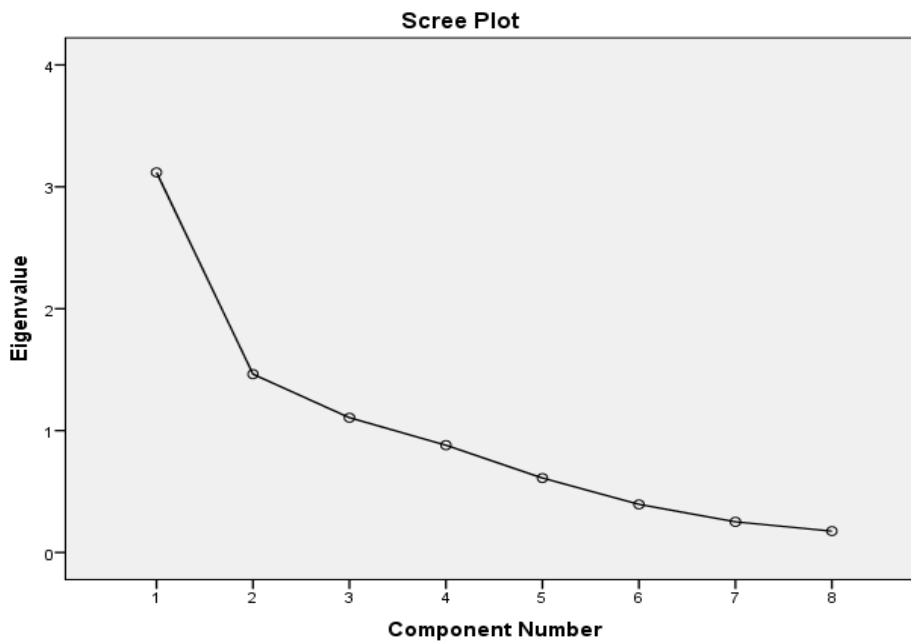
Table 38

Principal Component Analysis of Hofstede's Statements

Item	Eigenvalue	% of Variance	Cumulative %
Having sufficient time for your personal or home life.	3.118	38.977	38.977
Having a boss/ direct superior you can respect.	1.463	18.289	57.266
Getting recognition for good performance.	1.106	13.823	71.090
Having security of employment.	0.881	11.007	82.097
Having pleasant people to work with.	0.610	7.631	89.728
Doing work that is interesting.	0.395	4.935	94.663
Being consulted by your boss in decisions involving your work.	0.252	3.146	97.809
Following organizational rules	0.175	2.191	100.00

A Principal Component Analysis was completed, which yielded three Eigenvalues above 1.0. The Principal Component Analysis supports the three-factor solution of cultural dimensions by Hofstede (2008), specifically individualism/collectivism, power distance, and uncertainty avoidance. This three-factor solution is confirmed due to the fact that three Eigenvalues above 1.0 were found and these three values account for 71.089% of the variance in the measure. However, this finding did not produce clear factor loadings on the individual statements (See Figure 1A).

Figure 1A Scree Plot- Three Factor Solution



Due to the small number of questions and factors, Oblimin Rotation was chosen as an appropriate method to clarify the statement loading values into each factor.

Oblimin Rotation maximizes the sum of the variances of the squared loadings (Kaiser, 1958). An Oblimin Rotation (See Table 39) was then completed on the eight statements and the loadings of each statement into the three factors clarified and matched previous results found by Hofstede (2003).

The three factors found were individualism/ collectivism, power distance, and uncertainty avoidance. Four statements loaded into Factor 1 (individualism/ collectivism), which include, “Having a boss/ direct superior you can respect,” “Getting recognition for good performance,” “Doing work that is interesting,” and “Being consulted by your boss in decisions involving your work.” Four statements loaded into Factor 2 (power distance), “Having sufficient time for your personal or home life,” “Having a boss/ direct superior you can respect,” “Having security of employment,” “Doing work that is interesting,” and “Being consulted by your boss in decisions involving your work.” There was factor overlap on Factors 1 and 2, which was also a reflection of Hofstede’s Value Survey Model (2008), particularly “Having a boss/ direct superior you can respect,” “Doing work that is interesting,” and “Being consulted by your boss in decisions involving your work.” One statement, “Having pleasant people to work with,” did not follow Hofstede’s (2008) model and did not clearly load into any of the factors. As indicated in Hofstede’s (2008) research, “Following organizational rules,” loaded correctly into Factor 3 (uncertainty avoidance).

Table 39*Oblimin Rotation Results- Three Factor Solution*

Statement	Individualism/ collectivism	Power distance	Uncertainty avoidance
1	0.085	0.881*	-0.014
2	0.545*	0.619*	-0.029
3	0.819*	0.085	0.304
4	0.021	0.803*	0.414
5	0.368	0.235	0.200
6	0.853*	0.030	-0.244
7	0.533*	0.596*	-0.359
8	0.053	0.066	0.917*

Note. The * notates the match between this factor analysis and where statements loaded in Hofstede (2008).

Summary

There were 133 Human Resource Development professionals who participated in this study. In Chapter IV, descriptive data regarding respondents' professional context variables was presented, which included frequencies, means, and standard deviations. Additionally, independent *t*-test procedures and a series of one-way ANOVAs were run to examine differences between professional context variables and their perceptions (e.g. application, agreement, and clarity) regarding AHRD's *Standards on Ethics and Integrity*. Finally, a Principal Component Analysis was examined to determine if subjects' responses to the statements extracted from Hofstede's Value Survey Module fell into a three-factor construct: individualism/ collectivism, power distance, and uncertainty avoidance (Hofstede, 2008).

In response to research question 1, the results revealed that all six-core

competencies of AHRD's *Standards on Ethics and Integrity* received cumulative mean scores that indicated respondents felt clear about the content of the statements. In response to research question 2, the results revealed that five of AHRD's core components within the *Standards on Ethics and Integrity* received cumulative means scores that indicated respondent neutrality for application. Respondents believe that one of the statements was being applied, "HRD professionals do not fabricate data or falsify results in their publications."

In response to research question 3, the results indicated that there was a difference in level of agreement with AHRD's *Standards on Ethics and Integrity*. Respondents agreed with three of the *Standards on Ethics and Integrity* statements, neither disagreed nor agreed with two of the *Standards on Ethics and Integrity* statements, and disagreed with three of *Standards on Ethics and Integrity* statements. Research question 4 examined group differences in perceptions toward level of agreement of AHRD's *Standards on Ethics and Integrity* and professional context variables using independent *t*-test procedures and a series of one-way ANOVAs. Results from this research question indicated employment status differed significantly as related to the statement, "Reporting unethical behavior." Differences in annual income were found to be statistically significant as related to the statement, "Reporting unethical behavior." Differences in religious affiliation were found to be statistically significant as related to the statement, "Reporting unethical behavior." Highest level of education was found statistically significant as related to the statement, "Illegal means to achieve success." Additionally, differences between highest levels of education were found to

be statistically significant as related to the statement, “Illegal means to accomplish a task.” Differences in nationalities, related to the level of agreement with AHRD’s *Standards on Ethics and Integrity* were not significant. Also, differences in employment sector related to the level of agreement with AHRD’s *Standards on Ethics and Integrity* were not significant. Finally, differences in gender as related to the level of agreement with AHRD’s *Standards on Ethics and Integrity* were not significant.

Post Hoc Tukey’s HSD tests examined differences in level of agreement of AHRD’s eight statements within the *Standards on Ethics and Integrity* among professional context variables. Employment status, annual income levels, highest level of education, and religious groups were statistically significant in terms of differences regarding certain statements. The results indicated that currently unemployed respondents ($M = 1.000$) had significantly lower composite scores (highly disagree that unethical behavior is reported) than students ($M = 2.80$), employed for wages ($M = 2.092$), and self-employed respondents ($M = 3.11$). Tukey’s HSD Post Hoc test also found currently unemployed individuals ($M = 1.00$) had significantly lower composite scores (highly disagree that unethical behavior is reported) in agreement than students ($M = 2.80$), employed for wages ($M = 2.292$), and self-employed ($M = 3.11$). Additionally, respondents with earnings of less than \$10,000 ($M = 1.80$) had significantly lower composite scores (in level of agreement in terms of using illegal means to accomplish a task and using illegal means to achieve success) than respondents who earned \$70,000 to \$99,999 ($M = 2.90$) and \$100,000 or more ($M = 3.20$). Tukey’s HSD Post-Hoc test also revealed that respondents holding a professional degree

possessed significantly lower levels of agreement ($M = 2.67$) than those possessing a doctoral degree ($M = 4.08$) and a master's degree ($M = 4.17$) in terms of reporting unethical behavior. Unfortunately, cell size was too small to examine differences between religious affiliations. The likelihood of Type I error is high and therefore, this test was not reported.

In response to research question 5, eight of Hofstede's Cultural Constructs statements, individualism/ collectivism, power distance, and uncertainty avoidance, loaded clearly into three-factor solution using a Principal Component Analysis. There were three Eigen Values above 1.0 in the Principal Component Analysis, which include Factor 1 (individualism/ collectivism) = 3.118, Factor 2 (power distance) = 1.463, and Factor 3 (uncertainty avoidance) = 1.106. All other Eigen Values found were below 1.0. These three factors accounted for 71.089% of the variance among Hofstede's eight statements.

CHAPTER V

CONCLUSIONS

This chapter summarizes the study findings and discusses the conclusions, implication, and recommendations drawn from the results presented in Chapter IV. The first section provides a brief overview of the study, including the purpose, research questions, methodology, and findings. The second section, which draws conclusions from the study's findings, offers implications for those findings, and recommendations for future practice and research.

Purpose

As annotated in Chapter II of this study, the factors that influence ethical decision making choices remain questionable (Singer, 2011). Although many organizations have attempted to create successful codes of conduct/ professional codes, the effectiveness of code compliance is based upon more factors than the reward and punishment system an organization has in place (Cressey & Moore, 1983; Hegarty & Sims, 1978; McCabe & Trevino, 1993). Numerous professional context variables influence the manner in which individuals respond to ethical situations and dilemmas. However, it is important to note that individual variables are not the only contributing factors associated with ethical decision making.

Since the early 1980's, an abundance of research studies have attempted to explain the influence of demographic variables in terms of ethical choices (Christie, Kwon, Stoeberl, & Baumhart, 2003). The vast majority of research regarding demographic variables and ethical decision making has addressed the influence of

nationality on one's ethical decisions (Trevino & Nelson, 2010). Similar to the findings of researchers who have studied variables other than nationality, the results continue to clash with previous literature findings. Such conflicting results prompted the researcher of this study to review the literature associated with professional context variables and the influence of those variables on ethical decision-making. As discussed in Chapter II, some researchers have indicated statistically significant differences between the influence of select professional context variables and ethical choices. Yet, as cited by Bagdasarov et al. (2012), ethics is too complex of a factor to study based upon the influence of only one variable.

The purpose of this study was to examine Human Resource Development professional's perceptions of AHRD's *Standards on Ethics and Integrity*. More specifically, this study examined member perceptions of the *Standards on Ethics and Integrity* in terms of the applicability, clarity, and importance of code statements. Additionally, this study examined whether Hofstede's Value Survey Module (2008) grouped into a three-factor solution.

Research Questions

Five research questions guided this study. These research questions included:

1. Did Human Resource Development professionals who participated in this study consider the *Standards on Ethics and Integrity* clear enough to be useful as a guide in their research, teaching, and practice?
2. Did Human Resource Development professionals who participated in this study perceive that their professional association's *Standards on Ethics and Integrity*

were being applied?

3. Was there a difference in the level of agreement with AHRD's *Standards on Ethics and Integrity* among the Human Resource Development professionals who participated in this study?
4. Did Human Resource Development professionals with distinctive professional context variables (e.g. gender, highest level of education, employment status, sector of employment, annual income, religious affiliation, and nationality) differ in their perceptions toward their level of agreement of AHRD's *Standards on Ethics and Integrity*?
5. Did participant responses to the statements extracted from Hofstede's Value Survey Module (2008) fall into three-factor constructs of individualism/collectivism, power distance, and uncertainty avoidance?

Methodology

The target population for this study was comprised of 602 past and current members from the Academy of Human Resource Development. Respondents of this exploratory study included Human Resource Development professionals who identified as members of the Academy of Human Resource Development through AHRD's membership directory or AHRD's LinkedIn group. Data for this study was collected using Qualtrics, an online survey instrument, from December of 2012 to January of 2013. The response rate for this study was 22.1%. Of the 602 individuals emailed, a total of 133 Human Resource Development professionals participated in this study.

Descriptive statistics, including frequencies, percentages, means, and standard

deviation, were used to analyze professional context variables (e.g. for gender, highest level of education, employment status, sector of employment, annual income, religious affiliation, and nationality). Independent *t*-test procedures and a series of one-way ANOVAs were calculated, which explored differences in perceptions toward their level of agreement of AHRD's *Standards on Ethics and Integrity* and professional context variables. A Principal Component Analysis was calculated to explore if participant responses to the statements extracted from AHRD's *Standards on Ethics and Integrity*, specifically measuring level of agreement, fell into any specific constructs, as represented by Hofstede's (2008) three-factor solution of cultural dimensions. This Principal Component Analysis found that three factors accounted for 71.089% of the variance among Hofstede's eight statements.

Research Findings

Human Resource Development professionals who responded to the survey were predominately American (78.2%, $n = 104$). A large percentage of these professionals held advanced degrees; 56% of respondents held a doctoral degree ($n = 75$) and 37% of respondents held a master's degree ($n = 49$). The majority of respondents, 76%, were employed for wages ($n = 101$) and 16% of respondents were students ($n = 21$). Of the 133 respondents, 43.6% worked in a public university/ college ($n = 58$), while 22.5% of respondents worked in private business ($n = 30$). All respondents identified as past or current members of the Academy of Human Resource Development. The findings are summarized in relation to the research questions addressed in the study.

Research Question 1

The first research question examined if Human Resource Development professionals who participated in this study considered the *Standards on Ethics and Integrity* clear enough to be useful as a guide in their research, teaching, and practice. This question related to professionals' perception of the clarity of AHRD's *Standards on Ethics and Integrity*. As indicated from the descriptive statistics, all six-core competencies of AHRD's *Standards on Ethics and Integrity* received cumulative mean scores that indicated that respondent's clarity of the statements. It was inferred, based upon the question and operational definition for clarity that professionals who participated in this study felt that the *Standards on Ethics and Integrity* were clear enough to be used as a guide in their research, teaching, and practice.

The categorization of clarity was defined as less than 1.50 is *clear*, less than 2.5 is *neutral*, and 2.5 or greater is *unclear*. The two statements that respondents felt were most clear included, "HRD professionals do not fabricate data or falsify results in their publications" ($M = 1.14, SD = 0.431$) and "HRD professionals do not exploit persons over whom they have supervisory, evaluative, or other authority such as students, supervisees, employees, research participants, and clients" ($M = 1.24, SD = 0.583$).

Research Question 2

The second question addressed if Human Resource Development professionals who participated in this study thought that their professional association's *Standards on Ethics and Integrity* were applied. The second research question related to professionals' perceptions on the application of AHRD's *Standards on Ethics and*

Integrity.

The results revealed that five of the AHRD's *Standards on Ethics and Integrity* received cumulative mean scores that indicated respondent neutrality about the application of the AHRD's core components. The categorization of application was defined as less than 1.5 = *frequently applied*, less than 2.5 = *neutral*, and 2.5 or greater = *infrequently applied*. Respondents believe that one of the statements was being applied, "HRD professionals do not fabricate data or falsify results in their publications" ($M = 1.43, SD = 0.603$).

Research Question 3

Question three examined if there was a difference in the level of agreement with AHRD's *Standards on Ethics and Integrity* among the Human Resource Development professionals who participated in this study.

Respondents agreed with three of AHRD's *Standards on Ethics and Integrity*, "The knowledge professionals have accumulated by the Human Resource Development profession has enabled them to practice with competence" ($M = 2.22, SD = 0.868$), "It is possible for HRD professionals to meet all of their obligations to their profession, organization, and the academy" ($M = 1.92, SD = 0.922$), and "HRD professional ethics help professionals in understanding and respecting differences among groups of people" ($M = 2.28, SD = 0.902$). Next, respondents neither agreed nor disagreed with the two following statements, "If any group or individual knowingly engaged HRD professionals in a practice that was unethical, they would be reported" ($M = 2.89, SD = 1.079$) and "HRD professional ethics help professionals in dealing with many of today's moral

dilemmas” ($M = 2.38$, $SD = 0.868$). Finally, respondents disagreed with the following three statements, “It does not matter what professional ethics the AHRD Standards imply, as long as HRD professional are competent in their jobs” ($M = 4.09$, $SD = 0.851$), “HRD professionals would use illegal means to achieve professional success, if they thought this were the only way they could do so” ($M = 4.06$, $SD = 0.909$), and “HRD professionals must sometimes use unethical means to accomplish a task” ($M = 4.33$, $SD = 0.869$).

Research Question 4

Question four examined if Human Resource Development professionals with distinctive professional context variables (e.g. gender, highest level of education, employment status, sector of employment, annual income, religious affiliation, and nationality) differed in their perceptions toward their level of agreement of AHRD’s *Standards on Ethics and Integrity*. For this question, independent t -test procedures and one-way ANOVAs were analyzed according to the professional context variable level being examined.

Results indicated that employment status, annual income, religious affiliation, and highest level of education impacted the level of agreement on AHRD’s *Standards on Ethics and Integrity*. Gender, employment sector, and nationality (U.S. American and non- U.S. American) did not influence level of agreement with AHRD’s *Standards on Ethics and Integrity*. Employment status differed significantly as related to the statement, “Reporting unethical behavior.” Annual income was found statistically significant as related to the statement, “Reporting unethical behavior.” Religious

affiliation was found statistically significant as related to the statement, “Reporting unethical behavior.” Highest level of education was found statistically significant as related to the statement, “Illegal means to achieve success.” Additionally, highest level of education was found statistically significant as related to the statement, “Illegal means to accomplish a task.”

Post Hoc Tukey’s HSD tests examined differences in level of agreement of AHRD’s eight statements within the *Standards on Ethics and Integrity* among professional context variables. Employment status, annual income levels, highest level of education, and religious groups were statistically significant in terms of differences regarding certain statements. The results indicated that currently unemployed respondents ($M = 1.000$) had significantly lower composite scores (highly disagree that unethical behavior is reported) than students ($M = 2.80$), employed for wages ($M = 2.092$), and self-employed respondents ($M = 3.11$). Tukey’s HSD Post Hoc test also found currently unemployed individuals ($M = 1.00$) had significantly lower composite scores (highly disagree that unethical behavior is reported) in agreement than students ($M = 2.80$), employed for wages ($M = 2.292$), and self-employed ($M = 3.11$). Additionally, respondents with earnings of less than \$10,000 ($M = 1.80$) had significantly lower composite scores (in level of agreement in terms of using illegal means to accomplish a task and using illegal means to achieve success) than respondents who earned \$70,000 to \$99,999 ($M = 2.90$) and \$100,000 or more ($M = 3.20$). Tukey’s HSD Post-Hoc test also revealed that respondents holding a professional degree possessed significantly lower levels agreement ($M = 2.67$) was significantly than a

doctorate degree ($M = 4.08$) and a master's degree ($M = 4.17$) in terms of reporting unethical behavior. Unfortunately, cell size was too small to examine differences between religious affiliations. The likelihood of Type I error is high and therefore, this test was not reported.

Research Question 5

Question five examined if participant responses to the statements extracted from Hofstede's Value Survey Module (2008) fell into three-factor constructs of individualism/ collectivism, power distance, and uncertainty avoidance. A Principal Component Analysis was completed on the eight statements that were selected as representative of Hofstede's (2008) three-factor solution of cultural dimensions.

The Principal Component Analysis displayed 3 Eigen Values above 1.0 in the Principal Component Analysis, which include Factor 1 (individualism/ collectivism) = 3.118, Factor 2 (power distance) = 1.463, and Factor 3 (uncertainty avoidance) = 1.106. All other Eigen Values found were below 1.00. These 3 factors, individualism/ collectivism, power distance, and uncertainty avoidance, accounted for 71.089% of the variance among Hofstede's eight statements.

Conclusions

The following conclusions that can be drawn from the findings of this research:

Perception of Clarity Is Not Equivalent to Perception of Application

Although members of the Academy of Human Resource Development perceived the clarity of AHRD's *Standards on Ethics and Integrity* to be understood by organizational members, the perception regarding application of *Standards on Ethics*

and Integrity was much different. This conclusion is based on the findings from research questions 1 (e.g. Did Human Resource Development professionals who participated in this study consider the *Standards on Ethics and Integrity* clear enough to be useful as a guide in their research, teaching, and practice?) and 2 (e.g. Did Human Resource Development professionals who participated in this study perceive that their professional association's *Standards on Ethics and Integrity* were being applied?). The results showed that although all six-core competencies of AHRD's *Standards on Ethics and Integrity* received cumulative mean scores that indicated respondents felt clear about the content of the statements, the results revealed that five of the AHRD's *Standards on Ethics and Integrity* statements received cumulative mean scores that indicated regarding respondent neutrality about the application of the core components.

As stated by Pater and Van Gils (2003) "Schwartz (2001) considers the exact relationship between ethical codes and individual behavior as a black box. Recognizing the potential conflict between the organization's and individuals' ethical standards could be one approach for opening this box." Although professional codes of conduct are clear, it is important to remember that clarity does not equate compliance or application (Busch, 2011; Valentine & Barnett, 2002), hence reinforcing the complexity of creating effective ethical standards and the complexity of the ethical decision making process (Ferrell, Fraedrich, & Ferrell, 2012). Raiborn and Payne (1990) explained that codes of ethics are most helpful when they are clear; further, codes are classified thorough when values such as justice, integrity, competence, and utility are addressed (Raiborn & Payne, 1990 as cited in Coughlan, 2005). AHRD's *Standards on Ethics and Integrity*

are a concrete example of professional codes, by Raiborn and Payne's criterion, and address the four components necessary for member understanding.

Complexity of the Influences of Professional Context Variables

The majority of survey respondents did not differ significantly regarding their level of agreement on eight of AHRD's *Standards on Ethics and Integrity* statements. Although various differences were detected related to employment status, annual income, religious affiliation, and highest level of education, these differences only were related to a few of AHRD's *Standards on Ethics and Integrity* statements including, "Knowledge accumulated has enabled them to practice with competence," "Using illegal means to accomplish a task," "Dealing with moral dilemmas," "Ethics help in understanding and respecting differences," and "Reporting unethical behavior." Statement 5, which addressed "reporting unethical behavior," was the most commonly identified statement of statistical significance and was statistically significant, regarding level of agreement, in relationship to employment status, and religious affiliation. This research finding suggests that differences in professional context variables are not clear indicators of one's level of agreement with organizational standards. This finding is clearly reflected, based upon inconclusive results from past research regarding the influence of various professional context variables (Ferrell, Fraedrich, & Ferrell, 2012), thus reinforcing two ideas:

1. A need for further research regarding the influence of professional context variables on ethical decision making perceptions.
2. The complexity/ inner connectedness of a variety of factors that influence ethical

decision making.

These research question findings could be attributed to the number of main study survey respondents. Additionally, this research finding could also provide a further source of confirmation regarding contradictory literature findings regarding demographic influences on ethical decision-making (Curtis, Conover, & Chui, 2012; Leonidou, Kvasova, Leonidou, Chari, 2013).

Hofstede's Three Factor Solution

Hofstede's Value Survey Module (2008) found a three-factor construct of individualism/ collectivism, power distance, and uncertainty avoidance. This study replicated those findings of a three-factor solution based upon the same constructs as Hofstede's Value Survey Module. This is an important finding in the field, in that it confirms that the one's perspective whether individualism or collectivism plays an important role in ethical decision making. The difference being that one bases an ethical decision off whether the individual or the group is more important. This can produce different outcomes. Further, power distance confirms that one's position in an organization relative to their superior will affect their ethical decision making. Finally, the less clear and undefined a field or business may be, the more ambiguous one's actions related to ethics become.

Although the researcher selected only a small portion of statements from Hofstede's Value Survey Module (2008), these items were highly reflective of the three factors being examined in this study. This finding lends to the representation of the selected items and the ability to measure various factors of Hofstede's VSM on a small

scale.

Recommendations

From the conclusions and findings of this study, the researcher recommends the following:

Implications for Theory

As cited within the literature (Paine, 1993), many organizations possess ethical codes. Yet, the utilization of these codes, as well as the clarity of these codes has yet to be deeply examined. Many theories exist regarding the influence of professional demographic variables on ethical decisions and perspectives; however, what is missing is the influence of professional context variables on code perceptions. To date, with the exception of Felkenes' study (1984), no published research known to the researcher regarding the influence of professional context variables on code perception has been published. If organizations are truly committed to creating codes that “stick,” examining the influence of organizational members demographical variables, psychology composition, etc. is necessary.

As noted by Friedman (2007), “Globalization has and will continue to flattened borders and boundaries” (p. 416). Bettingnies and Lepineux (2009) argued against the premise of Friedman's viewpoint by stating, “Globalization does not make the world flat, but only more interdependent” (p.10). Acknowledging the access to individuals, regardless of demographic background, should only assist organizations in realizing the importance of ethics, as well as factors impacting ethical decisions and perspectives.

Implications for Research

As noted in Chapter II, research regarding the influence of professional context variables on ethical decisions and perceptions is extensive, yet the findings from previous and current studies remain inconclusive, as well as contradictory (Ferrell, Fraedrich, & Ferrell, 2012). The findings of this study raise several additional research questions regarding the interdependence of various factors on ethical decisions and perspectives.

Based on the findings of this study, researchers, regardless of industry or professional organizational membership, should attempt to further explore the complexity of ethical decisions, as related to professional context variables, as well as situational factors. Scholarly evaluations, as well as everyday pattern observations, can assist in developing a deeper understanding of differences, as well as relationships, between ethical perspectives/ decisions in terms of professional context variables.

Additionally, the findings of this study address that one's knowledge of ethical standards is not indicative of their compliance with these standards. Hence, this finding reinforces the idea that ethical codes, although important in terms of purpose, can be meaningless unless utilized, encouraged, and enforced. Future research should seek to examine what professional context factors influence ethical decisions/ perspectives, while also addressing how reward and punishment systems deter unethical behaviors from occurring.

Unfortunately, until large-scale research efforts attempt to address the various components of ethical decision making/ perspectives, such as professional context

variables, reward and punishment incentives, psychological and personality traits, situational factors, etc., inconclusive results will continue to occur. Ideally, research related to ethical influences should be conducted on a large scale or questions (similar to the one the researcher continuously faced) will cause confusion rather than clarity, “Can ethical perspectives and decisions truly be quantified?”

Implications for Practitioners

The findings of this study, similar to previous research, indicate the complexity associated with ethical decision-making. Acknowledgment of the essential nature of educating organizational members about standards and regulations is essential. Practitioners should not assume that standard implementation creates a culture of acceptance, tolerance, adherence, or ethical choices.

While the process of promoting/ encouraging ethical decision-making is difficult, practitioners should seek to develop methods of adherence and compliance. Training and education is essential in promoting a culture of ethics (Hyland, 1995; Penn, 1990). Regardless of industry, organizations that attempt to implement or revise ethical standards should remember the overall role of the organization, as well as the individual, in creating a culture of desirable ethical decision-making choices.

Ethics, like people, do not exist in a vacuum and therefore, the variables and influences that contribute to one's ethical decision-making may never be understood. The findings of this research suggest that although individuals understand ethical codes, this does not mean that those ethical codes are applied. This finding should be remembered by organizations, regardless of industry and thus, should encourage further exploration

of organizational members' perceptions towards set forth ethical guidelines.

Recommendations for Practitioners

The findings and conclusions from this research indicate that although ethical standards/ codes are clear, clarity does not confirm acceptance. In the field of Human Resource Development, as related to AHRD's *Standards on Ethics and Integrity*, responsibility surrounding ethical adherence is member driven. Unfortunately, similar to the issues faced by all professional organizations, the complexities associated with code buy- in and positive decision making/ ethical behavior is not limited to the content in one document. Although, in terms of thoroughness, the Academy of Human Resource Development has created strong codes for professionals, further emphasis must be placed on code education, member responsibility, recognition for ethical behavior, etc.

Yet, the lack of code revision is problematic. Furthermore, as confirmed by this study, 45.1 percent of AHRD's members who participated in this study had heard of the AHRD's *Standards on Ethics and Integrity* (See Table 19). Recommendations for improving AHRD's *Standards on Ethics and Integrity*, specifically in terms of member adherence, include:

1. Mandate that all members of the Academy of Human Resource Development sign a document acknowledging they have read, understand, and are committed to adhere to AHRD's *Standards on Ethics and Integrity*. Requiring a signed document, according to Fritz, Arnett, and Conkel (1999), increases code adherence and lessens organizational liability regarding unethical/ illegal conduct.

2. Create current case studies or lecture series that provide practical application examples of the *Standards on Ethics and Integrity*. Pater and Van Gils (2003) advocate for case study creation, which in turn allows individuals to understand and apply organizational standards.
3. Provide members with the opportunity to become involved in the revision of AHRD's *Standards on Ethics and Integrity*. Involvement in revision of the *Standards on Ethics and Integrity* could potentially result in an increase of member support and additional addendums/ content revisions, which could significantly improve the boundaries associated with sound ethical decisions.

Recommendations for Further Research

Research related to the influence of professional context variables on ethical decision making needs further examination. Research in mainstream literature related to the various influences of professional context variables, in regards to ethical decisions, is necessary. Through the development of research hypotheses and theoretical models interconnected with potential ethical influences, which are dependent on additional exploratory research findings, professional organizations can better understand what contributes to individual ethical decision making.

Additional research findings could assist organizations in addressing and correcting circumstances/ factors that heavily impact one's ethical decisions. Through determining potential reasons for unethical behavior, organizations can then use proactive measures (e.g. training, education, policy revisions, etc.) to address unethical behavior, rather than reactive measures (e.g. punishment) to promote ethical decisions

(Falkenberg & Herremans, 1995; Howell & Avolio, 1992; McCabe & Trevino, 1993).

Moreover, understanding what factors, although intertwined in nature, most strongly influence ethical decisions, at the individual and organizational level, will help inform Human Resource Development educators about curriculum needs and code revisions, which in turn can assist in the prevention of unethical behavior. Although the researcher of this study attempted to fill the gap in Human Resource Development literature by studying the influence of professional contexts variables in relation to ethical decision-making choices and perceptions, this gap in research must be further explored.

Another recommendation for further research involves surveying a large organization, in which there is diversity among members' professional context variables. By accessing a larger sample, future researchers will gain better insight regarding the influence of professional context variables on member perception.

Limitations of the Study

Despite the strengths of this study, various limitations in this exploratory research should be identified:

1. The study population was delimited to past and current members of the Academy of Human Resource Development, specifically Human Resource Development professionals, thus generalizability was limited only to the Academy of Human Resource Development.
2. In 2012, the population for the Academy of Human Resource Development was under 600 members. Due to the small population of the Academy of Human

Resource Development, various statistical analyses could not be run. This smaller population was problematic, especially because a larger sample could attempt to explore relationships and correlations between professional context variables and ethical perceptions, thus increasing generalizability.

3. The response rate for this survey was lower than anticipated at 22%. Despite all efforts to increase the rate of response, including follow-up emails and survey deadline reminders, challenges arose when attempting to encourage survey response. Fifty-six percent of survey respondents hold doctoral degrees, which was a challenge to the researcher. Often, respondents critiqued and corrected the survey instrument, based upon their perspectives, rather than responding to the survey questions.
4. When surveying participants, respondents were limited by the design of the questions (e.g. Likert-type scale) and thus, further room for explanation was not provided.
5. The idea of analyzing the influence of professional context variables, as related to ethical decision making choices and perceptions, was delimited due to the research method selected. In other words, ethics is a combination of factors that do not exist in a vacuum; henceforth, grouping ethical choices into broad categories remains difficult. Considering that ethical decision making is complex and involves a number of variables, both external and internal, one study suggestion for future research in this area would be naturalistic inquiry (Lincoln & Guba, 1985). In future studies, interviews could be conducted with individual

respondents to explore lingering research questions, which were not addressed using a quantitative data collection method. These questions could specifically focus on the rationale behind ethical decision making.

6. Finally, this study was conducted during the months of December and January. Since the majority of respondents identified themselves as being employed in public or private universities/ colleges, this may have limited survey responses. In order to increase the response rate, the researcher extended the survey timeline from 10 days to 17 days (when most campuses reopened).

Summary

The importance of understanding the influence of professional context variables on ethical decision-making was a key component of this study. The purpose of this study was to examine Human Resource Development professional's perceptions of AHRD's *Standards on Ethics and Integrity*. More specifically, this study examined member perceptions of the *Standards on Ethics and Integrity* in terms of the applicability, clarity, and importance of code items. Additionally, this study examined whether Hofstede's Value Survey Module (2008) grouped into a three-factor solution.

The researcher of this study reviewed literature related to ethics, culture, professional codes of conduct, as well as the influence of professional context variables on ethical decision-making and member perceptions. Data was collected from past and present members of the Academy of Human Resource Development and was analyzed using descriptive statistical techniques, as well as independent *t*-test procedures, a series of one-way ANOVAs, and a Principal Component Analysis. The research findings

reveal that Human Resource Development professionals feel that AHRD's *Standards on Ethics and Integrity* are clear, but they remain neutral concerning the application of AHRD's *Standards on Ethics and Integrity*.

The results of this study may assist the Academy of Human Resource Development in further understanding the influence of professional context variables, as related to member perceptions. Additionally, this study builds on a literature gap and fulfills research gap recommendation that was viewed as problematic that since 2003 by Russ-Eft and Hatcher.

Similar to many exploratory studies, the findings of this study can only assist in filling a small portion of the gap related to factors influencing ethical decisions and perspectives. The findings of this study, as well as the recommendations for future research, should assist scholars and practitioners, regardless of industry, in further addressing the influence of innumerable variables on ethical perspectives and decisions. Now, a critical review of current and past research findings related to ethical influences is needed, as well as a continuation of ethical research exploration, theory building, and decision making causality.

REFERENCES

- Abbott, A. (1983). Professional ethics. *American Journal of Sociology*, 88(5), 855-885.
- Abratt, R., & Sacks, D. (1988). The marketing challenge: Towards being profitable a socially responsible. *Journal of Business Ethics*, 7(7), 497-507.
doi:10.1007/BF00382596
- Academy of Human Resource Development. (1999, May). *Standards on Ethics and Integrity*. Retrieved from
<http://www.ahrd.org/displaycommon.cfm?an=1&subarticlenbr=17>
- Adams, J., Taschian, A., Shore, T. (2001). Codes of ethics as signals for ethical behavior. *Journal of Business Ethics*, 29, 199-211.
- Adler, N. J. (2002) *International dimensions of organizational behavior* (4th ed.), Mason, OH: Cengage Learning.
- Adler, N. J. & Bartholomew, S. (1992). Managing globally competent people. *Academy of Management Executive*, 6(3), 52-65. doi:10.5465/AME.1992.4274189
- Aguinis, H., Joo, H., & Gottfredson, R. K. (2012). Performance management universals: Think globally and act locally. *Business Horizons*, 55(4), 385-392.
doi:10.1016/j.bushor.2012.03.004
- AHRD. (2012). *AHRD: Academy of Human Resource Development*. Retrieved from
<http://www.ahrd.org/>
- Alas, R. (2006). Ethics in countries with different cultural dimensions. *Journal of Business Ethics*, 69(3), 237-247. doi: 10.1007/s10551-006-9088-3
- Allaire, Y., & Firsirotu, M. E. (1984). Theories of organizational culture. *Organizational*

Studies, 5(3), 193-226. doi:10.1177/017084068400500301

Ameer, I. (2013). Ethical marketing decisions: Review, contribution and impact on recent research. *International Journal of Research Studies in Management*, 2(1), 1-10. Retrieved from <http://www.consortiacademia.org/index.php/ijrsm/article/view/207/179>

Apel, K. O. (2000). Globalization and the need for universal ethics. *European Journal of Social Theory*, 3, 137-155. doi:10.1177/13684310022224732

Ardichvili, A., Mitchell, J. A., & Jondle, D. (2009). Characteristics of ethical business cultures. *Journal of Business Ethics*, 85, 445-451. doi:10.1007/s10551-008-9782-4

Bagdasarov, Z., Thiel, C. E., Johnson, J. F., Connelly, S., Harkrider, L. N., Devenport, L. D., & Mumford, M. D. (2012). Case-based ethics instruction: The influence of contextual and individual factors in case content on ethical decision-making science and engineering ethics, 10. doi: 10.1007/s11948-012-9414-3

Barnes, J. (1984). *Complete works of Aristotle*. (Vol. 1). Princeton, NJ: Princeton University Press.

Baskerville, R. F. (2003). Hofstede never studied culture. *Accounting, Organizations, and Society*, 28(1), 1-14. doi:10.1016/S0361-3682(01)00048-4

Bartlett, D. (2003). Management and business ethics: A critique and integration of ethical-decision making models. *British Journal of Management*, 14, 223-235. doi:10.1111/1467-8551.00376

Battiste, M. (2005). You can't be the global doctor if you're the colonial disease. In L.

- Muzzin & P. Tripp (Eds.), *Teaching As Activism: Equity Meets Environmentalism* (pp. 121-133). Montreal, Canada: McGill-Queen University.
- Bates, R. A., Chen, H. S., & Hatcher, T. (2002). Value priorities of HRD scholars and practitioners. *International Journal of Training and development*, 6(4), 229-239. doi:10.1111/1468-2419.00161
- Bearden, W. O., Money, B., & Nevins, J. (2006). A measure of long-term orientation: Development and validation. *Journal of the Academy of Marketing Science*, 34(3), 456-467. doi: 10.1177/0092070306286706
- Beck, U. (2000). *What is globalization?*. Boston, MA: Polity Publishers.
- Bernardi, R. A., & Long, S. P. (2004). Family values, competition and the environment: An international study. *International Business and Economics Research Journal*, 3(1), 1011.
- Best, J. W., & Kahn, J. V. (1998). *Research in education*. (8th ed.). Boston, MA: Allyn and Bacon.
- Bettignies, H. C., & Lepineux, F. (2009). *Business, globalization, and the common good*. (1st ed., p. 6). Berlin, Germany: Peter Lang Publishing.
- Bhagat, R. S., & McQuaid, S. J. (1982). Role of subjective culture in organizations: A review and directions for future research. *Journal of Applied Psychology*, 67, 653-685.
- Bierema, L. L., & D'Abundo, M. L. (2004). HRD with a conscience: practicing socially responsible HRD. *International Journal of Lifelong Education*, 22(5), 443-458. doi:10.1080/026037042000293416

- Bigman, D. (2002). *Globalization and the developing countries: Emerging strategies for rural development and poverty alleviation*. Cambridge, England: CABI Publishing. doi:10.1079/9780851995755.0000
- Blodgett, J. G., Bakir, A., & Rose, G.M. (2008). A test of the validity of Hofstede's cultural framework. *Journal of Consumer Marketing*, 25(6), 339-349. doi:10.1108/07363760810902477
- Boatright, J.R. (2000). Globalization and the ethics of business. *Business Ethics Quarterly*, 10(1), 1-6. doi:10.2307/3857689
- Bochner, S., & Hesketh, B. (1994). Power distance, individualism/collectivism, and job-related attitudes in a culturally diverse work group. *Journal of Cross-Cultural Psychology*, 25(2), 233-257. doi: 10.1177/0022022194252005
- Bok, S. (2002). *Common values*. Missouri, MO: Library of Congress.
- Bolman, L. G., & Deal, T. E. (1997). *Reframing organizations: Artistry, choice and leadership* (2nd edition). San Francisco, CA: Jossey-Bass.
- Bonhoeffer, D. (1959). *Ethics*. New York, NY: DJ Publisher.
- Bonney, R. (1987). Absolutism: What's in a name? *French History*, 1(1), 93-117. doi: 10.1093/fh/1.1.93
- Boston College. (2012). *Research services: SPSS*. Retrieved from <http://www.bc.edu/offices/researchservices/software/spss.html>
- Boston, J., Bradstock, A., & Eng, D. L. (2010). *Public policy: Why ethics matters?*. Canberra, A.C.T.: Australian National University Press.
- Bove, A., & Empson, E. M. (2013). An irreconcilable crisis? The paradoxes of strategic

- operational optimization and the antinomies of counter-crisis ethics. *Business Ethics: A European Review*, 22(1), 68-85.
- Boyacigiller, N. A., & Adler, N. J. (1991). The parochial dinosaur: Organizational science in a global context. *Academy of Management Review*, 16(2), 262-290.
Retrieved from <http://www.jstor.org/stable/258862>
- Boyer, R., & Drache, D. (1996). *States against markets: The limits of globalization*. London, England: Routledge- Taylor & Francis Group. doi:
<http://dx.doi.org/10.1017/S0008423900016735>
- Brabeck, M. (1984). Ethical characteristics of whistle blowers. *Journal of Research in Personality*, 18(1), 41-53. doi: 10.1016/0092-6566(84)90037-0
- Brady, F.N., & Dunn, C.P. (1995). Business meta-ethics: An analysis of two theories. *Business Ethics Quarterly*, 5(3), 385-398. doi:10.2307/3857390
- Brandl, P., & Maguire, M. (2002). Code of ethics: A primer on their purpose, development, and use. *Journal for Quality and Participation*, 25(4), 8-16.
- Brown, T., Sautter, J., Littvay, L., Sautter, A., & Bearnese, B. (2010). Ethics and personality: Empathy and narcissism as moderators of ethical decision making in business students. *Journal of Education for Business*, 85(4), 203-208. doi:
10.1080/08832320903449501
- Brubacher, J. S. (1977). *On the Philosophy of Higher Education*. (1st ed.). Ann Arbor, MI: University of Michigan.
- Buller, P. F., Kohls, J. J., & Anderson, K. S. (1991). The challenges of global ethics. *Journal of Business Ethics*, 10(10), 767-775. doi:10.1007/BF00705711

- Buller, P. F., & McEvoy, G. M. (1999). Creating and sustaining ethical capability in the multi-national corporation. *Journal of World Business*, 34(4), 326–343.
doi:10.1016/S1090-9516(99)00022-X
- Burns, J. Z., Dean, P. J., Hatcher, T., Otte, F. L., Preskill, H., & Russ-Eft, D. (1999). Standards on Ethics and Integrity. *Performance Improvement Quarterly*, 12(3), 5-30. doi: 10.1111/j.1937-8327.1999.tb00135.x
- Busch, L. (2011). *Standards: Recipes for reality*. (1st ed.). Boston, MA: MIT Press.
- Cahill, L.S. (2002). Toward global ethics. *Theological Studies*, 63(2), 324-344.
- Calkins, M. & Berman, S.L. (2004). Business ethics in a global economy. *Business Ethics Quarterly*, 14: 597-602. doi:10.5840/beq200414438
- Callan, V. (1992). Predicting ethical values and training needs in ethics. *Journal of Business Ethics*, 11(10), 761-769. doi:10.1007/BF00872308
- Carroll, A. B., & Bucholtz, A. K. (2008). *Business and society: Ethics and stakeholder management*. (7th ed.). Mason, OH: Cengage Learning.
- Cherry, J., Lee, M., & Chein, C. S. (2003). A cross-cultural application of a theoretical model of business ethics: Bridging the gap between theory and data. *Journal of Business Ethics*, 44, 359-376.
- Choudhury, A. (2010). *Cronbach's Alpha*. Retrieved from
<http://explorable.com/cronbachs-alpha.html>
- Chow, R. (1998). *Ethics after idealism: theory, culture, ethnicity, reading*. Bloomington, IN: Indiana University Press.
- Christie, P. M. J., Kwon, I. W. G., Stoeberl, P. A., & Baumhart, R. (2003). A cross-

- cultural comparison of ethical attitudes of business managers: India, Korea, and the United States. *Journal of Business Ethics*, 46, 263-287.
- Ciulla, J. B., & Forsyth, D. R. (2011). Leadership ethics. In A. Bryman, D. Collinson, K. Grint, B. Jackson, & M. Uhl-Bien (Eds.), *Handbook of leadership* (pp. 229-241). London, England: Sage Publications.
- Cleek, M.A., & Leonard, S.L. (1998). Can corporate codes of ethics influence behavior? *Journal of Business Ethics*, 17(6), 619-630.
- Collier, M. J., & Thomas, M. (1988). Cultural identity: An interpretive perspective. In Y.Y. Kim & W.B. Gudykunst (Eds.), *Theories in intercultural communication*. Newbury Park, CA: Sage Publications.
- Coop, D. (2007). *The Oxford handbook of ethical theory*. (1st ed.). New York, NY: Oxford University Press.
- Coughlan, R. (2005). Codes, values and justifications in the ethical decision-making process. *Journal of Business Ethics*, 59(3), 45-53. doi: 10.1007/s10551-005-3409-9
- Cox, K. R. (1997). *Spaces of globalization: Reasserting the power of the local*. London, England: Guilford Press.
- Cressey, D., & Moore, C. A. (1983). Managerial values and corporate codes of ethics. *California Management Review*, 25, 53-77.
- Crocker, D. A. (1991). Toward development ethics. *World Development*, 19(5), 457-483. doi:10.1016/0305-750X(91)90188-N
- Curtis, M. B., Conover, T. L., & Chui, L. C. (2012). A cross-cultural study of the

- influence of country of origin, justice, power distance, and gender on ethical decision making. *Journal of International Accounting Research*, 11(1), 5-34.
doi: <http://dx.doi.org/10.2308/jiar-10213>
- Darley, J. M., Messick, D. M., & Tyler, T. R. (2009). *Social influences on ethical behavior in organizations*. (1st ed.). Mahwah, NJ: Taylor & Francis Publishing.
- Davidson, A. I. (2005). *Ethics as ascetics: Foucault, the history of ethics, and ancient thought*. (2nd ed.). Cambridge, UK: Cambridge University Press.
- Davis, J. D., Bernardi, R. A., & Bosco, S. M. (2013). Examining the use of Hofstede's uncertainty avoidance construct in a major role in ethics research. *International Business Research*, 6(1), 63-75. doi: 10.5539/ibr.v6n1p63
- Dean, P. J. (1992). Making codes of ethics "real". *Journal of Business Ethics*, 11(4), 285-290. doi:10.1007/BF00872170
- Dictionary. (2012). Integrity. Retrieved from
<http://dictionary.reference.com/browse/integrity?s=t>
- Dictionary. (2012). *Standards*. Retrieved from
<http://dictionary.reference.com/browse/standard>
- Dilman, I. (1979). *Morality and the inner life: A study in Plato's Gorgias*. New York, NY: Macmillan Press Ltd.
- Donaldson, T. (1996). Values in tension: Ethics away from home. *Harvard Business Review*. Retrieved from <http://hbr.org/1996/09/values-in-tension-ethics-away-from-home/ar/1>
- Donaldson, T., & Werhane, P., & Cording, M. (2007). *Ethical issues in business: A*

- philosophical approach*. (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- Donnelly, J. (1984). Cultural relativism and universal human rights. *Human Rights Quarterly*, 6(4), 400-419. doi:10.2307/762182
- Dorfman, P. & Howell, J.P. (1988). Dimension of national culture and effective leadership patterns: Hofstede revisited. *Advances in International Comparative Management*, 3, 127-150.
- Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological Review*, 109(3), 573-598. doi: 10.1037//0033-295X.109.3.573
- Earley, P.C., & Sing, H. (1996). International and intercultural management research: What's next? *The Academy of Management Journal*, 38(2), 327-340.
- Ellis, P., & Abbott, J. (2012). The renal manager: The ethics of leadership. *Journal of Renal Nursing*, 4(4), 207-209.
- Ember, C., Ember, M., & Peregrine, P. (2011). *Cultural anthropology*. (13th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Erez, M., & Earley, C. (1993). *Culture, self-identity, and work*. (1st ed.). New York, NY: Oxford University Press.
- Falkenberg, L., & Herremans, I. (1995). Ethical behaviors in organizations: Directed by the formal or informal systems?. *Journal of Business Ethics*, 14(2), 133-143.
- Felkenes, G. T. (1984). Attitudes of police officers towards their professional ethics. *Journal of Criminal Justice*, 12(3), 211-220. doi:10.1016/0047-2352(84)90069-2
- Fennell, E. B. (2002). Ethical issues in pediatric neuropsychology. In S. Bush & M.

- Drexler (Eds.), *Ethical issues in clinical neuropsychology* (pp. 133-136). Lisse, NL: Swets & Zeitlinger Publishers.
- Ferrell, O. C., Fraedrich, J., & Ferrell, L. (2012). *Business ethics: Ethical decision making & cases*. (9th ed.). Mason, OH: South-Western College Publishing.
- Fletcher, J. F., & Childress, J. F. (1966). *Situation ethics: The new morality*. (1st ed.). Louisville, KY: Westminster John Knox Press.
- Foote, M. F., & Ruona, E. A. (2008). Institutionalizing ethics: A synthesis of frameworks and the implications for HRD. *Human Resource Development Review*, 7, 292- 308. doi:10.1177/1534484308321844
- Ford, R. C., & Richardson, W. D. (1994). Ethical decision making: A review of the empirical literature. *Journal of Business Ethics*, 13(3), 205-221.
- Forster, M., Loughran, T., & McDonald, B. (2009). Commonality in codes of ethics. *Journal of Business Ethics*, 90(2), 129-139. doi: 10.1007/s10551-010-0380-x
- Forsyth, D. R. (1980). A taxonomy of ethical ideologies. *Journal of Personality and Social Psychology*, 39(1), 175-184.
- Forsyth, D. R., & O'Boyle, E. H. (2011). Rules, standards, and ethics: Relativism predicts cross-national differences in the codification of moral standards. *International Business Review*, 20(3), 353-361. doi:10.1016/j.ibusrev.2010.07.008
- Fowler, F.J. (2008). *Survey research methods*. (4th ed.). Thousand Oaks, CA: Sage Publication.
- Frechtling, D. C., & Boo, S. (2012). On the ethics of management research: An

- exploratory investigation. *Journal of Business Ethics*, 106(2), 149-160.
doi:10.1007/s10551-011-0986-7
- Freedman, D., Pisani, R., & Purves, R. (2007). *Statistics* (4th ed.). New York, NY: Norton Publications.
- Friedman, T. L. (2007). *The world is flat: A brief history of the twenty-first century*. (1st ed.). New York, NY: Farrar, Straus, and Giroux.
- Fritz, J.M.H., Arnett, R.C. & Conkel, M. (1999). Organizational ethical standards and organizational commitment. *Journal of Business Ethics*, 20(4), 289-299.
Retrieved from <http://www.jstor.org/stable/25074140>.
- Fuller, L. L. (1965). *The morality of law*. New Haven, CT: Yale University Press.
- Geert Hofstede. (2012) *National cultural dimensions*. Retrieved from
<http://geert-hofstede.com/national-culture.html>
- Geisler, N. L. (2010). *Christian ethics: Contemporary issues and options*. (2nd ed.). Grand Rapids, MI: Baker Publishing Group.
- Gellermann, W., Frankel, M. S., & Landerson, R. F. (1990). *Values and ethics in organization and human systems development: Responding to dilemmas in professional life*. San Francisco, CA: Jossey- Bass Publishing.
- Germeroth, D. (1994). Guidelines for ethical conduct of organizational development agents. *International Journal of Organizational Analysis*, 2(2), 117-135.
doi:10.1108/eb028804
- Gertsen, M. (1990). Intercultural competence and expatriates. *International Journal of Human Resource Management*, 1(3), 341-362.

doi:10.1080/095851990000000054

Gesteland, R. R. (1999). *Cross-cultural business behavior: Marketing, negotiating and managing across cultures*. Copenhagen, Denmark: Copenhagen Business School Press.

Gino, F., Ayal, S., & Ariely, D. (2009). Contagion and differentiation in unethical behavior the effect of one bad apple on the barrel. *Psychological Science*, 20(3), 393-398. doi:10.1111/j.1467-9280.2009.02306.x

Goodenough, W. H. (2003). In pursuit of culture. *Annual Review of Anthropology*, 32(1), 1-12. doi: 10.1146/annurev.anthro.32.061002.093257

Gowans, C. (2004). A priori, refutations of disagreement arguments against moral objectivity: Why experience matters. *Journal of Value Inquiry*, 38, 141-157. doi:10.1007/s10790-004-9082-x

Granitz, N.A. & Ward, J.C. (2001). Actual and perceived sharing of ethical reasoning and moral intent among in- group and out-group members. *Journal of Business Ethics*, 33(4), 299–322.

Gronlund, N. E. (1981). *Measurement and evaluation in teaching*. (4th ed.). New York, NY: Macmillan Publishing Ltd.

Gupta, S., Cunningham, D.J., & Arya, A. (2009). A comparison of the ethics of business students: Stated behavior versus actual behavior. *Journal of Legal, Ethical, and Regulatory Issues*, 12(2), 103-122.

Gustafson, J.M. (1983). *Ethics from a theocentric perspective: Theology and ethics* (Vol. 1). Chicago, IL: University of Chicago Press.

- Halbert, T., & Inguli, E. (2005). *Law & ethics in the business environment*. (5th ed.). Mason, OH: South-Western College/West.
- Hall, E. T. (1989). *Beyond culture*. (2nd ed.). New York, NY: Random House, Inc.
- Hamilton, K. & Krueger, D. (1989). Recent corporate reports on business ethics: An ethical assessment. *Business Insights*, 5(1), 33-39.
- Harman, G. (1975). Moral relativism defended. *The Philosophical Review*, 84(1), 3-22.
- Harman, G. (2000). *Explaining value: and other essays in moral philosophy*. New York, NY: Oxford University Press.
- Harris, P. R., & Moran, R. T. (1991). *Managing cultural differences: High-performance strategies for a new world of business*. (3rd ed.). Houston, TX: Gulf Publishing.
- Hatcher, T. (2005). Research integrity: Ensuring trust in the academy. *Human Resource Development Quarterly*, 16(1), 6. doi:10.1002/hrdq.1120
- Hayes, E. C. (1918). Sociology as ethics. *American Journal of Sociology*, 24(3), 289-302. doi:10.1086/212906
- Haynes, S. N., Richard, D. C. S., & Kubany, E. S. (1995). Content validity in psychological assessment: A functional approach to concepts and methods. *Psychological Assessment*, 7(3), 238-247.
- Hegarty, W., & Sims, H. P. (1978). Some determinants of unethical behavior: An experiment. *Journal of Applied Psychology*, 63(4), 451-457.
- Held, D., & McGrew, A. G. (2003). *The global transformations reader: An introduction to the globalization debate*. (2nd ed.). Cambridge, England: Polity Press.
- Himan, L. M. (2007). *Ethics: A pluralistic approach to moral theory*. (4th ed.). Belmont,

CA: Wadsworth Publishing.

Hock, E.C. (1996). Theology and ethics. *Reformation and Revival*, 5(4), 1-32.

Hoffman, M.W., & Moore, J.M. (1982). Results of a business ethics curriculum survey conducted by the Centre for Business Ethics. *Journal of Business Ethics*, 7(2), 81-83. doi:10.1007/BF00412075

Hofstede, G. (1998). *Masculinity and femininity: The taboo dimension of national cultures*. (1st ed.). Thousand Oaks, CA: Sage Publications, Inc.

Hofstede, G. (2003). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations*. (2nd ed.). London, England: Sage Publications.

Hofstede, G. (2008). *Value survey module*. Retrieved from <http://www.geerthofstede.nl/vsm-08>

Hofstede, G. (2009). Who is the fairest of them all? Galit ailon's mirror. *Academy of Management Review*, 34(3), 570-572. doi:10.5465/AMR.2009.40633746

Hofstede, G. & Bond, M. H. (1988). The Confucius connection: From cultural roots to economic growth. *Organizational Dynamics*, 16(4), 5-21. doi:10.1016/0090-2616(88)90009-5

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind*. (3rd ed.). New York, NY: McGraw-Hill.

Hooker, J. (2007). *Cross-cultural issues in business ethics*. Retrieved from <http://web.tepper.cmu.edu/jnh/aib.pdf>

Howell, J. M., & Avolio, B. J. (1992). The ethics of charismatic leadership: Submission or liberation?. *The Executive*, 6(2), 43-54.

- Huddleston, M. W., & Sands, J. C. (1995). Enforcing administrative ethics. *Annals of the American Academy of Political and Social Science*, 537(1), 139-149.
doi:10.1177/0002716295537000012
- Hui, H., & Triandis, H. C. (1986). Individualism-collectivism : A study of cross-cultural researchers. *Journal of Cross-Cultural Psychology*, 17(2), 225-248.
doi:10.1177/0022002186017002006
- Hunt, S.D., & Vitell, S.M. (1986). A general theory of marketing ethics. *Journal of Macromarketing*, 6(1), 5-15. doi:10.1177/027614678600600103
- Hunt, T., & Tirpok, A. (1993). Universal ethics code an idea whose time has come. *Public Relations Review*, 19(1), 1-11. doi:10.1016/0363-8111(93)90025-8
- Hyland, T. (1995). Morality, work, and employment: Towards a values dimension in vocational education and training. *Journal of Moral Education*, 24(4), 445-456.
- Ianinska, S. (2008). *Human Resource Development professionals' perceptions about the Academy of Human Resource Development Standards on Ethics and Integrity*. (Unpublished doctoral dissertation, Florida International University), Available from ProQuest ETD. Retrieved from
<http://digitalcommons.fiu.edu/dissertations/AAI3319005>
- Ignatieff, M. (2012). Reimagining a global ethic. *Ethics and International Affairs*, 26(1), 7-19. Retrieved from <http://dx.doi.org/10.1017/S0892679412000184>
- Indiana University. (2007). *SPSS: The basics*. Retrieved from
<http://ittraining.iu.edu/ematerials/samples/spsbav8.0.0.trunc.pdf>
- Inkeles, A., & Levinson, D. J. (1997). *National character: A psycho-social perspective*.

- New Brunswick, NJ: Transaction Publishers.
- Jackson, T. (2001). Cultural values and management ethics: A 10-nation study. *Human Relations*, 54(10), 1267-1302.
- Jandt, F. E. (2007). *An introduction to intercultural communication*. (6th ed.). Thousand Oaks, CA: Sage Publications.
- Jansen, K. J., Corley, K. G., & Jansen, B. J. (2007). *E-survey methodology*. Hershey, PA: Idea Group Inc. Retrieved from <http://faculty.ist.psu.edu/jjansen/aca>
- Jones, M. (2007). Hofstede- Culturally questionable? *Oxford Business & Economics Conference*. Retrieved from <http://ro.uow.edu.au/commpapers/370>
- Jones, T. M. (1991). Ethical decision making by individuals in organizations: An issue-contingent model. *The Academy of Management Review*, 16(2), 366-395.
- Kahnweiler, W., & Otte, F. L. (2006). In search of the soul of HRD. *Human Resource Development Quarterly*, 8(2), 171-181. doi:10.1002/hrdq.3920080210
- Kaiser, H. F. (1958). The varimax criterion for analytic rotation in factor analysis. *Psychometrika*, 23(3), 187-200. doi:10.1007/BF02289233
- Kant, I. (2003). *Critique of pure reason*. Dover, England: Dover Publications.
- Kaptein, M., & Schwartz, M. (2007). The effectiveness of business codes: A critical examination of existing studies and the development of an integrated research model. *ERIM Report Series- Research in Management*, 1-42. Retrieved from <http://repub.eur.nl/res/pub/10150/ERS-2007-030-ORG.pdf>
- Keesing, R. (1981). *Cultural anthropology: A contemporary perspective*. (3rd ed.). New York, NY: Winston Publishing.

- Kelman, H.C., & Lawrence, L.H. (1972). Assignment of responsibility in the case of Lt. Calley: Preliminary report on a national survey. *Journal of Social Issues*, 28(1), 177-212. doi:10.1111/j.1540-4560.1972.tb00010.x
- Kendler, H. H. (2002). Psychology and ethics: Interactions and conflicts. *Philosophical Psychology*, 15(4): 489-508. doi: 10.1080/0951508021000042030
- Kerlinger, F. N. (1972). The structure and content of social attitudes: A preliminary study. *Educational and Psychological Measurement*, 32, 613-630.
- Key, S. (1999). Organizational ethical culture: Real or imagined?. *Journal of Business Ethics*, 20(3), 217-225. doi: 10.1023/A:1006047421834
- Kimberlin, C. L., & Winterstein, A. (2008). Validity and reliability of measurement instruments used in research. *American Journal of Health-System pharmacy*, 65, 2276-2284.
- Kish-Gephart, J. J., Harrison, D. A., & Treviño, L. K. (2010). Bad apples, bad cases, and bad barrels: Meta-analytic evidence about sources of unethical decisions at work. *Journal of Applied Psychology*, 95(1), 1-31. doi: 10.1037/a0017103
- Kluckhohn, F. R., & Strodtbeck, F. L. (1961). *Variations in value orientations*. Evanston, IL: Row, Peterson.
- Koenig, A. M., Eagly, A. H., Mitchell, A. A., & Ristikari, T. (2011). Are leader stereotypes masculine? A meta-analysis of three research paradigms. *Psychology Bulletin*, 137(4), 616-642. doi: 10.1037/a0023557.
- Kohlberg, L. (1981). *Essays on Moral Development, Vol. I: The Philosophy of Moral Development*. San Francisco, CA: Harper & Row.

- Kolb, J. A., Hong, L., & Frisque, D. A. (2005). Teaching ethics in a multicultural classroom. *Teaching Ethics: The Journal of the Society for Ethics across the Curriculum*, 5(2), 13-30.
- Kohn, L. (2004). *Cosmos and community: The ethical dimension of Daoism*. Cambridge, MA: Three Pines Press.
- Konopaske, R. & Ivancevich, J.M. (2007). *Global management and organizational behavior*. (1st ed.). New York, NY: McGraw Hill.
- Koolstra, C. M., & Peeters, A. L., & Spinhof, H. (2002). The pros and cons of dubbing and subtitling. *European Journal of Communication*, 17(3), 325-354.
doi:10.1177/0267323102017003694
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurements*, 30(3), 607-610.
- Kroeber, A. L., Kluckhohn, C., Untereiner, W., & Meyer, A. G. (1952). *Culture: A critical review of concepts and definitions*. New York, NY: Vintage Books.
- Kruckeberg, D. (1993). Universal ethics code: Both possible and feasible. *Public Relations Review*, 19(1), 21-31. doi:10.1016/0363-8111(93)90027-A
- Kung, H., & Kuschel, K. J. (1993). *A global ethic. The declaration of the parliament of the world's religions*. New York, NY: SCM Press.
- L'Etang, J. (1992) A Kantian approach to codes of ethics. *Journal of Business Ethics*, 11, 737-744.
- Laczniak, E. R., & Murphy, P. E. (1993). *Ethical marketing decisions: The higher road*. Boston, MA: Allyn and Bacon.

- Lane, M.S., & Schaupp, D. (1989). Ethics in education: A comparative study. *Journal of Business Ethics*, 8(12), 943-949. doi: 10.1007/s10551-009-0173-2
- Landis, D., Bennett, J. M., & Bennett, M. J. (2004). *Handbook of intercultural training*. (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Langlois, C. C., & Schlegelmilch, B. B. (1999). Do corporate codes of ethics reflect national character? Evidence from Europe and the United States. *Journal of International Business Studies*, 21(4), 519-539.
doi:10.1057/palgrave.jibs.8490340
- Lau, C.L.L. (2010). A step forward: Ethics education matters! *Journal of Business Ethics*, 92(4), 565-584. doi:10.1007/s10551-009-0173-2.
- Lazar, J., & Preece, J. G. P. (1999). Designing and implementing web-based surveys. *Journal of Computer Information Systems*, 39(4), 63-67.
- Lee, M., Pant, A., & Ali, A. (2010). Does the individualist consume more? The interplay of ethics and beliefs that governs consumerism across cultures. . *Journal of Business Ethics*, 93(4), 567-581. doi:10.1007/s10551-009-0240-8
- Lefkowitz, J. (2006). The constancy of ethics amidst the changing world of work. *Human Resource Management Review*, 16, 246-268. doi: 10.1016/j.hrmr.2006.03.007
- Leiba-O'Sullivan, S. (1999). The distinction between stable and dynamic cross-cultural competencies: Implications for expatriate trainability. *Journal of International Business Studies*, 30(4), 709-725. doi:10.1057/palgrave.jibs.8490835

- Leonidou, L. C., Kvasova, O., Leonidou, C. N., & Chari, S. (2013). Business unethicity as an impediment to consumer trust: The moderating role of demographic and cultural characteristics. *Journal of Business Ethics*, 112(3), 397-415. doi: 10.1007/s10551-012-1267-9
- Lewis, P. V. (1985). Defining 'business ethics': Like nailing Jello to a wall. *Journal of Business Ethics*, 4(5), 377-383. doi:10.1007/BF02388590
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. (1st ed.). Newbury Park, CA: Sage Publications.
- Lindsay, G. (n.d.). Ethical and legal matters. *Psychology II*, Retrieved from <http://www.eolss.net/Sample-Chapters/C04/E6-27-03-06.pdf>
- Loe, T. W., Ferrell, L., & Mansfield, P. (2000). A review of empirical studies assessing ethical decision making in business. *Journal of Business Ethics*, 25(3), 185-204. doi: 10.1023/A:1006083612239
- Lok, P., & Crawford, J. (2004). The effect of organizational culture and leadership style on job satisfaction and organizational commitment: A cross-national comparison. *Journal of Management Development*, 23(4), 321-338. doi: 10.1108/02621710410529785
- Long, B., & Driscoll, C. (2008). Codes of ethics and the pursuit of organizational legitimacy: Theoretical and empirical contributions. *Journal of Business Ethics*, 77(2), 173-189. doi:10.1007/s10551-006-9307-y
- Lukes, S. (2008). *Moral relativism (big ideas/small books)*. (1st ed.). New York, NY: Picador Publishing.

- Lukes, S., & Runciman, W. G. (1974). Relativism: Cognitive and moral. *Proceedings of the Aristotelian Society*, 48, 165-189. Retrieved from <http://www.jstor.org/stable/4106865>
- Lum, D. (2011). *Culturally competent practice*. (4th ed.). Belmont, CA: Brooks/ Cole Publishing.
- MacFarlane, B. (2002). Dealing with Dave's dilemmas: Exploring the ethics of pedagogic practice. *Teaching in Higher Education*, 7(2), 167-178. doi: 10.1080/13562510220124222
- MacKinnon, B. (2010). *Ethics: Theory and contemporary issues, concise edition*. (1st ed.). Independence, KY: Wadsworth Publishing.
- Magala, S. (2005). *Cross-cultural competence*. New York, NY: Routledge- Taylor & Francis Group.
- Maloney, T. R. (2003). *Understanding the dimensions of culture: Learning to relate to Hispanic employee*. Managing the Hispanic Workforce Conference. Retrieved from <http://dasweb.psu.edu/pdf/UnderstandingDimensions.pdf>
- Mander, J. & Goldsmith, E. (1996). *The case against the global economy: And for a turn towards the local*. San Francisco, CA: Sierra Club.
- Marquardt, M., Berger, N., & Loan, P. (2004). *HRD in the age of globalization: A practical guide to workplace learning in the third millennium*. (1st ed.). New York, NY: Basic Books.
- Marsick, V.J. (1997). Reflections on developing a code of integrity of HRD. *Human Resource Development Quarterly*, 8(2), 91-94. doi:10.1002/hrdq.3920080202

- Martin, D. (2011). *Culture and unethical conduct: Understanding the impact of individualism and collectivism on actual plagiarism*. Informally published manuscript, California State University, Available from Social Science Research Network. Retrieved from http://www.academia.edu/1123595/Culture_and_Unethical_Conduct_Understanding_the_Impact_of_Individualism_and_Collectivism_on_Actual_Plagiarism
- Mayer, D. M., Aquino, K., Greenbaum, R. L., & Kuenzi, M. (2012). Who displays ethical leadership, and why does it matter? An examination of antecedents and consequences of ethical leadership. *Academy of Management Journal*, 55(1), 151-171. Retrieved from <http://dx.doi.org/10.5465/amj.2008.0276>
- Maznevski, M. L., Gibson, C.B., & Kirkman, B.L. (1998). When does culture matter? *Center for Effective Organizations*, Retrieved from <http://ceo.usc.edu/pdf/T9821349.pdf>
- McCabe, D. L., & Trevino, L. (1993). Academic dishonesty: Honor codes and other contextual influences. *Journal of Higher Education*, 64, 522-538.
- McDonald, K.S., & Hite, L.M. (2005). Ethical issues in mentoring: The role of HRD. *Advances Development Human Resources*, 7(4), 569-582.
doi:10.1177/1523422305279689
- McHoskey, J. (1996). Authoritarianism and ethical ideology. *The Journal of Social Psychology*, 136(6), 709-717. doi:10.1080/00224545.1996.9712247
- McLean, G. N. (2001). Ethical dilemmas and the many hats of HRD. *Human Resources Development Quarterly*, 12(3), 219-221. doi:10.1002/hrdq.10

- McSweeney, B. (2002). Hofstede's model of national cultural differences and their consequences: A triumph of faith- a failure of analysis. *Human Relations*, 55(1), 88-118.
- Melden, A. I. (2008). *Ethical theories*. (1st ed.). Bloomington, IL: Koebel Press.
- Merriam-Webster (2012). Ethics. <http://www.merriam-webster.com/dictionary/ethics>.
- Miller, D. (1988). The ethical significance of nationality. *Symposium on Duties Beyond Borders*, 647-662. doi:10.1086/292997
- Minkov, M., & Hofstede, G. (2011). The evolution of Hofstede's doctrine. *Cross Cultural Management: An International Journal*, 18(1), 10-20.
doi:10.1108/13527601111104269
- Mooij, M., & Hofstede, G. (2010). The Hofstede model applications to global branding and advertising strategy and research . *International Journal of Advertising*, 29(1), 85-110. doi: 10.2501/S026504870920104X
- Moore, O. K., & Lewis, D. J. (1952). Learning theory and culture. *Psychological Review*, 59(5), 380-388. doi:10.1037/h0055903
- Moore, T. (2008). An analysis of the impact of economic wealth and national culture on the rise and fall of software piracy rates. *Journal of Business Ethics*, 8(1), 39-51.
Retrieved from <http://dx.doi.org/10.1007/s10551-007-9479-0>
- Morgan, E. (2011). *Navigating cross-cultural ethics: What global managers do right to keep from going wrong*. (3rd ed.). New York, NY: Routledge- Taylor & Francis Group.
- Morgeson, F. P., & Hoffman, D. A. (1999). The structure and function of collective

- constructs: Implications for multilevel research and theory development. *Academy of Management Review*, 24, 249-265.
- Nelson, R. N. (1976). Simplified calculations of eigenvector derivatives. *AIAA Journal*, 14(9), 1201-1205. doi:10.2514/3.7211
- Neubert, M. J., Carlson, D. S., Kacmar, K. M., Roberts, J. A., & Chonko, L. B. (2009). The virtuous influence of ethical leadership behavior: Evidence from the field. *Journal of Business Ethics*, 90(2), 157-170. Retrieved from <http://link.springer.com/article/10.1007/s10551-009-0037-9?LI=true>
- Neuliep, J. W. (2012). *Intercultural communication: A contextual approach*. (5th ed.). Thousand Oaks, CA: Sage Publications.
- Newman, K. L., & Nollen, S. D. (1996). Culture and congruence: The fit between management practices and national culture. *Journal of International Business Studies*, 27(4), 753-779. doi:10.1057/palgrave.jibs.8490152
- Newton, L. H. (1994). The many faces of the corporate code. In L. Newton & M. Ford (Eds.), *Taking Sides: Clashing Views on Controversial Issues in Business Ethics and Society* (pp. 81-88). Guildford, CT: Dushkin Publishing Group.
- Northouse, P. (2012). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage Publications.
- O'Fallon, M. J., & Butterfield, K. D. (2005). A review of the empirical ethical decision-making literature: 1996-2003. *Journal of Business Ethics*, 59, 375-413. doi:10.1007/s10551-005-2929-7
- Oxford Dictionaries. (2013). *Perception*. Retrieved from

<http://oxforddictionaries.com/definition/english/perception>

- Owens, J. (1983). Business ethics in the college classroom. *Journal of Business Education*, 58(7), 258-262. doi: 10.1080/00219444.1983.10534905
- Owens, L.K. (2002). *Introduction to survey research design*. Retrieved from <http://www.srl.uic.seminars/intro/introsrm.pdf>
- Oyserman, D., & Lee, S. W. (2008). Does culture influence what and how we think? Effects of priming individualism and collectivism. *Psychological Bulletin*, 134(2), 311-341. doi: 10.1037/0033-2909.134.2.311
- Paine, S. L. (1993). Ethics integration: The management/ organizational behavior fundamentals course and broader concerns. *Journal of Management Education*, 17(4), 472- 484. doi:10.1177/105256299301700404
- Park, S., & Lemaire, J. (2011). Culture matters: Long-term orientation and the demand for life insurance. *Asia-Pacific Journal of Risk and Insurance*, 5(2). doi: 10.2202/2153-3792.1105
- Paris, L. D., Howell, J. P., Dorfman, P. W., & Hanges, P. J. (2009). Preferred leadership prototypes of male and female leaders in 27 countries. *Journal of International Business Studies*, 40(8), 1396-1405.
- Parnell, J. A., & Kedia, B. L. (1996). The impact of national culture on negotiating behaviors across borders. *International Journal of Value-Based Management*, 9, 46-61. doi:10.1007/BF00420507
- Pater, A., & Van Gils, A. (2003). Stimulating ethical decision-making in a business context. Effects of ethical and professional codes. *European Management*

Journal, 21, 762-772.

Pattinson, S. D. (2009). *Medical law and ethics*. (2nd ed.). Andover, England: Sweet & Maxwell.

Pattinson, S. D. (2011). *Medical law & ethics*. London, England: Sweet & Maxwell.

Paul, P., Roy, A., & Mukhopadhyay, K. (2006). The impact of cultural values on marketing ethical norms: A study in India and the United States. *Journal of International Marketing*, 14(4), 28-56. doi:10.1509/jimk.14.4.28

Pedhazur, E. (1997). *Multiple regression in behavior research*. (3rd ed.). Fort Worth, TX: Harcourt-Brace Publishing.

Penn, W. Y. (1990). Teaching ethics- A direct approach. *Journal of Moral Education*, 19(2), 124-138. doi: 10.1080/0305724900190206

Petersmann, E. U. (2002). Time for a United Nations 'global compact' for integrating human rights into the law of worldwide organizations: Lessons from European integration. *European Journal of International Law*, 13(3), 621-650. doi: 10.1093/ejil/13.3.621

Piaget, J. B., & Berlyne, D. E. (2001). *The psychology of intelligence*. (2nd ed.). London, England: Routledge- Taylor & Francis Group.

Piff, P. K., Stancato, D. M., Cote, S., Mendoza-Denton, R., & Keltner, D. (2011). Higher social class predicts increased unethical behavior. *109*(11), 4086–4091.

Retrieved from <http://redaccion.nexos.com.mx/wp-content/uploads/2012/02/1118373109.full.pdf>

- Pojman, L. P. (2012). *Ethics: Discovering right and wrong* (7th ed.). Boston, MA: Wadsworth Publishing.
- Pojman, L. P., & Fieser, J. (2010). *Ethical theory: Classical and contemporary readings*. (6th ed.). Belmont, CA: Wadsworth Publishing.
- Rabba, M. S., & McLean, G. N. (2002). *Islamic perspectives on globalization and implications for HRD*. In *Proceedings, AHRD 2002 Conference*.
- Raiborn, C. A., & Payne, D. (1990). Corporate codes of conduct: A collective conscience and continuum. *Journal of Business Ethics*, 9(11), 879-889.
- Ralston, D. A., Egri, C. P., de la Garza Carranza, M. T., Ramburuth, P., Terpstra-Tong, P., & associates. (2009). Ethical preferences for influencing superiors: A 41 - society study. *Journal of International Business Studies*, 40, 1-24.
doi:10.1057/jibs.2008.109
- Reichert, E. (2006). Human rights: An examination of universalism and cultural relativism. *Journal of Comparative Social Welfare*, 22(1), 23-36. doi: 10.1080/17486830500522997
- Reidenbach, R.E., & D.P. Robin (1990). Toward the development of a multidimensional scale for improving evaluations of business ethics. *Journal of Business Ethics*, 9, 639-653.
- Rhodes, C. (2012). Ethics, alterity and the rationality of leadership justice. *Human Relations*, 1-21. doi: 10.1177/0018726712448488
- Ritzer, G. (2007). *The Blackwell companion to globalization*. (1st ed.). Oxford, England: Blackwell Publishing Ltd.

- Robertson, C., & Fadil, P. A. (1999). Ethical decision making in multinational organizations: A culture-based model. *Journal of Business Ethics*, 19, 385-392.
- Robertson, C., & Geiger, S. (2011). Moral philosophy and managerial perceptions of ethics codes: Evidence from Peru and the United States. *Cross Cultural Management: An International Journal*, 18(3), 351-365. doi: 10.1108/13527601111152860
- Ruona, W.E.A. & Rusaw, A.C. (2001). The role of codes of ethics in the future of Human Resource Development. In O. Aliaga (Ed.), *Proceedings of the 2001 Academy of Human Resource Development Annual Conference* (pp. 221-228). Baton Rouge: Academy of Human Resource Development.
- Russ-Eft, D., & Hatcher, T. (2003). The issue of international values and beliefs: The debate for a global HRD code of ethics. *Advances in Developing Human Resources*, 5(3), 296-307. doi: 10.1177/1523422303254670
- Sapelli, G. (2013). *Morality and corporate governance: Firm integrity and spheres of justice*. Milan, Italy: Springer Publishing.
- Sanchez, J. I., Gomez, C., & Wated, G. (2008). A Value-based Framework for Understanding Managerial Tolerance of Bribery in Latin America. *Journal of Business Ethics*, 83(2), 341-352. Retrieved from <http://dx.doi.org/10.1007/s10551-007-9623-x>
- Sarros, J. C., & Santora, J. C. (2001). Leaders and values: A cross-cultural study. *Leadership & Organization Development Journal*, 22(5), 243-248. doi:10.1108/01437730110397310

- Sartre, J. P. (1965). *Situations*. (Vol. 6). New York, NY: George Braziller.
- Schein, E. H. (2004). *Organizational culture and leadership* (3rd ed.). San Francisco, CA: Wiley Publishing.
- Schmitt, N. (1996). Uses and abuses of coefficient alpha. *Psychological Assessment*, 8(4), 350–353.
- Schneewind, J. B. (1987). *Pufendorf's place in the history of ethics*. (1st ed., Vol. 72). New York, NY: Springer Publishing.
- Scholte, J. A. (2000). *Globalization: A critical introduction*. London, England: MacMillian Press Ltd.
- Scholtens, B., & Dam, L. (2007). Cultural values and international differences in business ethics. *Journal of Business Ethics*, 75(3), 273-284. doi:10.1007/s10551-006-9252-9
- Schwartz, M. (2001) The nature of the relationship between corporate codes of ethics and behavior. *Journal of Business Ethics*, 32(3), 247–262. doi: 10.1023/A:1010787607771
- Schwartz, M.S. (2004). Effective corporate codes of ethics: Perceptions of code users. *Journal of Business Ethics*, 55(4), 323-343. doi:10.1007/s10551-004-2169-2
- Schwartz, S. H. (1999). A theory of cultural values and some implications for work. *Applied Psychology: An International Review*, 48(1), 23-47.
- Scollon, R., & Scollon, S.W. (2000). *Intercultural communication: A discourse approach*. (2nd ed.). Malden, MA: Blackwell Publishers Ltd.
- Seel, R. (2000). Culture and complexity: new insights on organisational change.

- Organizations & People: Successful Development*, 7(2), 2-9.
- Sen, A. (2002, January 4). *How to judge globalism?*. Retrieved from <http://prospect.org/article/how-judge-globalism>
- Senge, P. M. (1997). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Currency Doubleday.
- Shah, A. (2012). Uncertainty avoidance index and its cultural/country implications relating to consumer behavior. *Journal of International Business Research*, 11(1), 1-12.
- Shapiro, J. P., & Stefkovich, J. A. (2010). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas*. (3rd ed.). New York, NY: Routledge- Taylor & Francis Group.
- Shuttleworth, M. (2009, October 15). *Test-retest reliability*. Retrieved from <http://www.experiment-resources.com/test-retest-reliability.html>
- Sims, R.R., & Brinkmann, J. (2003). Enron ethics: Culture matters more than codes. *Journal of Business Ethics*, 45(3), 243-256.
- Sims, R. L., & Gegez, A. E. (2004). Attitudes towards business ethics: A five nation comparative study. *Journal of Business Ethics*, 50(3), 253-265. doi: 10.1023/B:BUSI.0000024708.07201.2d
- Singer, P. (2011). *Practical ethics*. (2nd ed.). Cambridge, England: Cambridge University Press.
- Slingerland, E. (2011). The situationist critique and early Confucian virtue ethics. *Ethics*, 121(2). doi: 10.1086/658142

- Smith, R. D., DeBode, J. D., & Walker, A. G. (2013). The influence of age, sex, and theism on ethical judgments. *Journal of Management, Spirituality & Religion*. doi: 10.1080/14766086.2012.758048
- Smith, A., & Hume, E. C. (2005). Linking culture and ethics: A comparison of accountants? Ethical belief systems in the individualism/collectivism and power distance contexts. *Journal of Business Ethics*, 62, 209-220. doi:10.1007/s10551-005-4773-1
- Smircich, L. (1983). Concepts of culture and organizational analysis. *Administrative Science Quarterly*, 28(3), 339-358. doi:10.2307/2392246
- Smith, P. B., Trompenaars, E., & Dugan, S. (1995). The rotter locus of control scale in 43 countries: A test of cultural relativity. *International Journal of Psychology*, 30(3), 377-400. doi: 10.1080/00207599508246576
- Somers, M. J. (2001). Ethical codes of conduct and organizational context: A study of the relationship between codes of conduct, employee behavior and organizational values. *Journal of Business Ethics*, 30(2), 185-195. doi: 10.1023/A:1006457810654
- Sondergaard, M. (1994). Research note: Hofstede's consequences. *Organizational Studies*, 15(3), 447-456. doi:10.1177/017084069401500307
- Sorensen, N., & Oyserman, D. (2009). Collectivism, effects on relationships. *Encyclopedia of Human Relationships*, Retrieved from http://www.sage-reference.com.proxy.lib.umich.edu/humanrelationships/Article_n80.html
- Sparks, J. R., & Pan, Y. (2010). Ethical judgments in business ethics research:

- Definition and research agenda. *Journal of Business Ethics*, 91(3), 405-418.
doi:10.1007/s10551-009-0092-2
- Spiro, M. E. (2009). Cultural relativism and the future of anthropology. *Cultural Anthropology*, 1(3), 259-286. doi: 10.1525/can.1986.1.3.02a00010
- Stajkovic, A.D., & Luthans, F. (1997). Business ethics across cultures: A social cognitive model. *Journal of World Business*, 32(1), 17-34. doi:10.1016/S1090-9516(97)90023-7
- Stanton, J. M. (1998). An empirical assessment of data collection using the Internet. *Personnel Psychology*, 51(3), 709-725. doi: 10.1111/j.1744-6570.1998.tb00259.x
- St Clair, A., & McKenry, L. (1999). Preparing culturally competent practitioners. *The Journal of Nursing Education*, 38(5), 228-234.
- Steensma, H. K., Marino, L., Weaver, K. M., & Dickson, P. H. (2000). The influence of national culture on the formation of technology alliances by entrepreneurial firms. *The Academy of Management Journal*, 43(5), 951-973.
doi:10.2307/1556421
- Stevens, B. (2008). Corporate ethical codes: Effective instruments for influencing behavior. *Journal of Business Ethics*, 78(4), 601-609. doi: 10.1007/s10551-007-9370-z
- Stroud, S. (1998). Moral relativism and quasi-absolutism. *Philosophy and Phenomenological Research*, 58(1), 189-194. Retrieved from <http://www.jstor.org/stable/2653639>

- Svensson, G., & Wood, G. (2003). The dynamics of business ethics: A function of time and culture-case and models. *Management Decision*, 41(4), 350-61.
doi:10.1108/00251740310468195
- Swaidan, S. (2012). Culture and consumer ethics. *Journal of Business Ethics*, 108(2), 201-213. doi: 10.1007/s10551-011-1070-z
- Swanson, R.A., & Holton, E.F. (2001). *Foundations of Human Resource Development*. San Francisco, CA: Berrett- Koehler Publishers, Inc.
- Tan, J., & Chow, I. H. (2009). Isolating cultural and national influence on value and ethics: A test of competing hypotheses. *Journal of Business Ethics*, 88(1), 197-210. doi: 10.1007/s10551-008-9822-0
- Taras, V., Kirkman, B. L., & Steel, P. (2010). Examining the impact of culture's consequences: A three- decade, multi-level, meta-analytic review of Hofstede's cultural value dimensions. *Journal of Applied Psychology*, 95(3), 405-439.
- Thiroux, J. P., & Krasemann, K. W. (2011). *Ethics: Theory and practice*. (11th ed.). Upper Saddle, NJ: Pearson Education, Inc.
- Tomlinson, J. (1999). *Globalization and culture*. (1st ed.). Chicago, IL: University of Chicago Press.
- Trevino, L.K. (1986). Ethical decision making in organization: A person- situation interactionist model. *The Academy of Management Review*, 11(3), 601-617.
- Trevino, L. K., Brown, M., & Hartman, L. P. (2003). A qualitative investigation of perceived executive ethical leadership: Perceptions from inside and outside the executive suite. *Human Relations*, 56(1), 5-37. doi:

10.1177/0018726703056001448

Trevino, L. K., & Nelson, K. A. (2010). *Managing business ethics*. (5th ed.). Hoboken, NJ: Wiley Publishing.

Trompenaars, F., & Hampden-Turner, C. (2004). *Managing people across cultures*. London, England: Capstone Publishing Ltd.

Tsui, J., & Windsor, C. (2001). Some cross-cultural evidence on ethical issues. *Journal of Business Ethics*, 31, 143-150.

Tyler, T., Dienhart, J., & Terry, T. (2008). The ethical commitment to compliance: Building value-based cultures. *California Management Review*, 50(2), 31-51.
doi:10.2307/41166434

Tylor, E. B. (1909). *Anthropology: An introduction to the study of man and civilization*. New York, NY: Appleton Publishing.

Valentine, S., & Fleischman, G. (2004). Ethics training and businesspersons' perceptions of organizational ethics. *Journal of Business Ethics*, 52(4), 381-390. Retrieved from <http://www.jstor.org/stable/25123268>.

Van Dalen, D. B. (1979). *Understanding educational research*. (4th ed.). New York, NY: McGraw Hill, Inc.

Van Luijk, J.L. (2000). In search of instruments: Business and ethics halfway. *Journal of Business Ethics*, 27(1-2), 3-8.

Velasquez, M.G. (2006). Ethical principles in ethics. In C. J. Owen (Ed.), *Business ethics* (6th ed.). (pp. 57-122). Upper Saddle River, NJ: Pearson Education, Inc.

Velasquez, M., Andre, C., Shanks, S.J., T., & Meyer, M. J. (1996). Thinking ethically:

- A framework for moral decision making. *Issues in Ethics*, 7, 2-5.
- Venaik, S., Zhu, Y., & Brewer, P. A. (2011). *Long term orientation versus future orientation: What did Hofstede and globe really measure?. In 2011 European International Business Academy (EIBA) Conference*. European International Business Academy.
- Verma, S., & Goyal, R. (2011). Business ethics and human resource development: Themes and issues. *International Journal of research in IT & Management*, 2(2), 1195- 1202.
- Vitell, S., Nwachukwu, S., & Barnes, J. (1993). The effects of culture on ethical decision-making: An application of Hofstede's typology. *Journal of Business Ethics*, 12, 753-760.
- Vitell, S. J., & Paolillo, J.G.P. (2004). A cross-cultural study of the antecedents of the perceived role of ethics and social responsibility. *Business Ethics: A European Review*, 13(2/3), 185-199. doi:10.1111/j.1467-8608.2004.00362.x
- Walker, A.G., Smither, J.W., & DeBode, J. (2012). The effects religiosity on ethical judgments. *Journal of Business Ethics*, 106, 437-452.
doi:10.1177/000765039303200106
- Waller, B. D. (2010). *Consider ethics: Theory, readings, and contemporary issues*. (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Weaver, G. R. (1993). Corporate codes of ethics: Purpose, process and content issues. *Business Society*, 32(1), 44-58. doi: 10.1177/000765039303200106
- Weaver, G. (2001). Ethics programs in global business: Culture's role in managing

- ethics. *Journal of Business Ethics*, 30, 3-15. doi: 10.1023/A:1006475223493
- Webley, S., & Werner, A. (2008). Corporate code of ethics: Necessary but not sufficient. *Business Ethics*, 17(4), 405-415. doi:10.1111/j.1467-8608.2008.00543.x
- Weidenbaum, M. (2005). Outsourcing: pros and cons. *Business Horizons*, 48(4), 311-315. doi:10.1016/j.bushor.2004.11.001
- White, L. P., & Rhodeback, M. J. (1992). Ethical dilemmas in organization development: A cross-cultural analysis. *Journal of Business Ethics*, 9(11), 663-670. doi:10.1007/BF01686346
- Wiseman, R. L., Hammer, M. R., & Nishida, H. (1989). Predictors of intercultural communication competence. *International Journal of Intercultural Relations*, 13, 349-370. doi:10.1016/0147-1767(89)90017-5
- Wood, G., & Rimmer, M. (2003). Codes of ethics: What are they really and what should they be?. *International Journal of Value-Based Management*, 16(2), 181-195. doi: 10.1023/A:1024089509424
- Wrong, D. H. (2008). Cultural relativism as ideology. *Critical Review: A Journal of Politics and Society*, 11(2), 291-300. doi: 10.1080/08913819708443458
- Zhang, J., Chiu, R., & Wei, L. (2009). Decision- Making Process of Internal Whistleblowing Behavior in China: Empirical Evidence and Implication. *Journal of Business Ethics*, 88(1), 25-41. Retrieved from <http://dx.doi.org/10.1007/s10551-008-9831-z>

APPENDIX A

Perceptions of Professionals and Scholars Regarding AHRD's Standards

Directions

As a member of the Academy of Human Resource Development, you have been selected to participate in a research study conducted by Vanessa Ann Claus, a doctoral student at Texas A&M University. This survey is part of Vanessa's doctoral dissertation. The link provides access to AHRD's *Standards on Ethics and Integrity: AHRD Standards*.

This study involves a survey including demographical and closed-ended questions. The survey will take approximately 20 minutes. The total time involved in this study will be limited to the amount of time spent on the survey. You may decide not to participate in this study. If this is your choice, please close the survey link.

By clicking on the "I agree" button, you are agreeing to the terms of this study. No compensation will be provided for participating in this survey. You may request a copy of the summary of the final results by emailing the researcher.

Yes

No

Do you believe that professional organizations should possess codes or standards related to member conduct?

Yes

No

Which variables do you believe influence ethics? (Check all that apply)

Religion
Culture
Moral character
Age
Ethical sensitivity
Personal experiences
Political system
Formal codes
Consequences

Value system
Nationality
Gender
Cognitive development
Emotional intelligence
Legal system
Informal norms
Code enforcement
Situation

Do you believe that a universal ethical code for professionals should exist?

Yes

No

Before you began this survey, were you familiar with AHRD Standards on Ethics and Integrity?

Yes

No

If you have utilized or referenced AHRD's Standard on Ethics and Integrity, please explain why.

--

If you have not utilized or referenced AHRD's Standards on Ethics and Integrity, check the following reasons why.

I did not know these Standards existed.

I was able to resolve the situation without these Standards.

It was easier to handle the situation without referring to these Standards.

AHRD's Standards did not fully apply to the situation being addressed.

The law exceeds these Standards.

The Standards were too difficult to interpret.

AHRD provides members with *Standards on Ethics and Integrity*. Please read the summaries below and rate your level of agreement with the statements.

Highly agree	Agree	Neither agree nor disagree	Disagree	Highly disagree
--------------	-------	----------------------------	----------	-----------------

- The knowledge professionals have accumulated by the Human Resource Development profession has enabled them to practice with competence.
- It does not matter what professional ethics the AHRD Standards imply, as long as HRD professionals are competent in their jobs.
- HRD professionals would use illegal means to achieve professional success, if they thought this were the only way they could do so.
- HRD professional must sometimes use unethical means to accomplish a task.
- If any group or individual knowingly engaged HRD professionals in a practice that was unethical, they would be reported.
- It is possible for a HRD professional to meet all of their obligations to their profession, organization, and the academy.

- HRD professional ethics help professionals in dealing with many of today's moral dilemmas.
- HRD professional ethics help professionals in understanding and respecting differences among groups of people.

How clear are the following *Standards*?

Clear	Neutral	Unclear
-------	---------	---------

- HRD professionals do not exploit persons over whom they have supervisory, evaluative, or other authority such as students, supervisees, employees, research participants, and clients.
- If HRD professionals learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.
- HRD professionals appropriately document their professional and research work in order to facilitate the provision of services later by them or by other professionals, to ensure accountability, and to meet other requirements of institutions or the law.
- HRD professionals do not fabricate data or falsify results in their publications.
- Principal authorship and other publication credits accurately reflect the relative professional contributions of the individuals involved, regardless of their relative status. For example, mere possession of an institutional position, such as faculty status, does not justify authorship credit if one has not worked with the student.
- Minor contributions to research or to writings for publication are appropriately acknowledged in footnotes, for instance, or in an introductory statement.

How often are the following *Standards* applied?

Frequently applied	Neutral	Infrequently applied
--------------------	---------	----------------------

- HRD professionals do not exploit persons over whom they have supervisory, evaluative, or other authority such as students, supervisees, employees, research participants, and clients.
- If HRD professionals learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.
- HRD professionals appropriately document their professional and research work in order to facilitate the provision of services later by them or by other professionals, to ensure accountability, and to meet other requirements of institutions or the law.
- HRD professionals do not fabricate data or falsify results in their publications.
- Principal authorship and other publication credits accurately reflect the relative professional contributions of the individuals involved, regardless of their relative status. For example, mere possession of an institutional position, such as faculty status, does not justify authorship credit if one has not worked with the student.

- Minor contributions to research or to writings for publication are appropriately acknowledged in footnotes, for instance, or in an introductory statement.

How important are the following to you?

Utmost importance	Very important	Moderately important	Little importance	Not important
----------------------	----------------	-------------------------	----------------------	---------------

- Having sufficient time for your personal or home life.
- Having a boss/ direct supervisor you can respect.
- Getting recognition for good performance
- Having security of employment.
- Having pleasant people to work with.
- Doing work that is interesting.
- Being consulted by your boss in decisions involving your work.
- Following organizational rules.

Please rate your level of agreement with the following statements:

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
----------------	-------	-------------------------------	----------	----------------------

- One can be a good manager without having a precise answer to every question that a subordinate may raise about his or her work.
- Persistent efforts are the surest way to results.
- An organization structure in which certain subordinates have two bosses should be avoided at all cost.

How often, in your experience, are subordinates afraid to contradict their boss (or students their teacher)?

- Never
- Seldom
- Sometimes
- Usually
- Always

Are you...

- Female
- Male

What is the highest level of education you have completed?

- High school graduate
- Some college credit
- Associate degree

- Bachelor's degree
- Master's degree
- Professional degree (JD, MD, DDS)
- Doctorate degree (PhD, EdD)

Are you currently...

- Employed for wages
- Self employed
- Currently unemployed
- Student
- Retired

If employed, what type of organization do you currently work for?

- Public university/ college
- Private university/ college
- Private business
- Nonprofit organization
- School system
- Governmental agency
- Not applicable or not employed

What is your annual income?

- Less than \$10,000
- \$10,000 to \$39,999
- \$40,000 to \$69,999
- \$70,000 to \$99,999
- \$100,000 or more

What is your religious affiliation?

- Protestant Christian
- Roman Catholic
- Evangelical Christian
- Jewish
- Muslim
- Hindu
- Buddhist
- Spiritual, but not religious other

What is your nationality?

Afghan	Israeli
Algerian	Italian
American (U.S.)	Jamaican
Angolan	Japanese
Argentinian	Kenyan
Austrian	Lebanese
Australian	Libyan
Bangladeshi	Mexican
Belgian	Moroccan
Brazilian	Nigerian
Cambodian	Peruvian
Chilean	Philippine
Chinese	Polish
Colombian	Portuguese
Croatian	Romanian
Czech	Saudi Arabian
Danish	Scottish
Dutch	Serbian
English	Slovakian
Egyptian	South African
Ethiopian	South Korean
Finnish	Swedish
French	Swiss
German	Taiwanese
Greek	Thai
Hungarian	Tunisian
Icelandic	Turkish
Indian	Ugandan
Indonesian	Vietnamese
Iranian	Welsh
Iraqi	Yugoslavian
Irish	Other

APPENDIX B

November 16, 2012

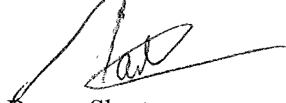
Texas A&M University
Letter to IRB

To Whom It May Concern:

My name is Darren Short and I am the current President of the Academy of Human Resource Development. Vanessa Ann Claus, a doctoral student in the Department of Adult Education and Human Resource Development, as well as a member in good standing in the Academy of Human Resource Development, contacted me on November 10, 2012 concerning a proposed survey of past and current members of AHRD, as well as member of AHRD's LinkedIn group.

Through my email correspondences with Vanessa Ann Claus, I have gained an understanding of her research proposal and have seen her survey instrument. I am writing to confirm that I have no objections to her contacting past and current members of AHRD by utilizing information available to all AHRD members within AHRD's Membership Directory, as well AHRD's LinkedIn group.

Please email me with any questions,

A handwritten signature in black ink, appearing to read 'Darren Short', with a long horizontal flourish extending to the right.

Darren Short
President of the Academy of Human Resource Development
Darren.Short@avanade.com

APPENDIX C

General Principles

<i>Competence</i>	<p>HRD professionals strive to maintain high standards of competence in their work. They recognize the boundaries of their particular competencies and the limitations of their expertise. They provide only those services and use only those techniques for which they are qualified by education, training, or experience. Professionals realize that the competencies required when working with various groups and organizations differ. In those areas in which recognized professional standards do not yet exist, HRD professionals exercise careful judgment and take appropriate precautions to protect the welfare of those with whom they work. They maintain knowledge of relevant research and professional information related to the services they render, and they recognize the need for ongoing education. They use appropriate research and professional, technical, and administrative resources.</p>
<i>Integrity</i>	<p>HRD professionals seek to promote integrity in their research, teaching, and practice. They are honest, fair, and respectful of others. In describing or reporting their qualifications, services, products, fees, research, or teaching, they do not make statements that are false, misleading, or deceptive. They strive to be aware of their own belief systems, values, needs, and limitations and the effect of these on their work. To the extent feasible, they attempt to clarify for relevant parties the roles they are performing and to function appropriately in accordance with those roles. They avoid potentially conflicting relationships.</p>
<i>Professional Responsibility</i>	<p>HRD professionals uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and adapt their methods to the needs of different populations. They consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of their clients. Their moral standards and conduct are personal matters to the same degree as is true for any other person, except as their conduct may compromise their professional responsibilities or reduce the public's trust in their profession. They are concerned about the ethical compliance of the professional conduct and research of their colleagues. When appropriate, they consult with colleagues in order to prevent or avoid unethical conduct.</p>

<i>Respect for People's Rights and Dignity</i>	HRD professionals accord appropriate respect to the fundamental rights, dignity, and worth of all people. They respect the rights of individuals to privacy, confidentiality, self-determination, and autonomy, mindful that legal and other obligations may lead to inconsistency and conflict with the exercise of these rights. They are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. They try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone unfair discriminatory practices.
<i>Concern for Others' Welfare</i>	HRD professionals seek to contribute to the welfare of those with whom they interact professionally. In their professional actions, they weigh the welfare and rights of their clients. When conflicts occur among professionals' obligations or concerns, they attempt to resolve these conflicts and to perform their roles in a responsible fashion that avoids or minimizes harm. They are sensitive to real and ascribed differences in power between themselves and others, and they do not exploit or mislead other people during or following their professional relationships.
<i>Social Responsibility</i>	<p>HRD professionals are aware of their professional responsibilities to the community, the society, in which they work and live, and the planet. They work to minimize adverse affects on individuals, groups, organizations, societies, and the environment. They understand that a healthy economy, healthy organizations, and a healthy ecosystem are intricately interconnected. They apply and make public their knowledge of learning and performance in order to contribute to human welfare. They are concerned about and work to mitigate the causes of human suffering.</p> <p>When undertaking research, they strive to advance human welfare, human development, and a sustainable future. They try to avoid misuse of their work. They comply with the law and encourage the development of laws and social policy that serve the interests of their clients, the public, society, and the environment. They are encouraged to contribute a portion of their professional time to enhance societal, organizational, human, and environmental development for little or no personal gain or advantage.</p>

APPENDIX D

My name is Vanessa Ann Claus and I am a doctoral student at Texas A&M University in the Department of Adult Education and Human Resource Development, as well as a member of the Academy of Human Resource Development (AHRD). I am writing to you, because you have been identified as a _____ (current or past) member of AHRD through _____ (AHRD's membership directory or LinkedIn).

For my dissertation study, I am surveying past and current members of AHRD regarding their perceptions of AHRD's *Standards on Ethics & Integrity*, as well as the clarity of these standards. Given your previous or current affiliation with AHRD, you are invited to participate in this brief research survey, which will take approximately 20 minutes to complete.

This purpose of this survey is to understand the perceptions of AHRD's current and former members regarding the clarity, importance and applicability of AHRD's *Standards on Ethics and Integrity*.

There are no known risks if you decide to participate in this research study, nor are there any rewards for participation. The information you provide will help me explore the influence of nationality on ethical perspectives. Additionally, this information will be shared with AHRD's leadership team.

Your participation in this study is voluntary and anonymous. If you choose to participate in this survey, please visit the following link:

https://tamucehd.qualtrics.com//SE/?SID=SV_4Vjd6ZMeuYnfFuB

Additionally, please review the attached Information Sheet, which will provide you with additional information about the study and its compliance with IRB regulations.

Thank you for your assistance.

Respectfully,

Vanessa Ann Claus
Texas A&M University
vanessa1claus@neo.tamu.edu

Fredrick Nafukho
Texas A&M University
fnafukho@tamu.edu

Project Title: Perceptions And Clarity Of The Academy Of Human Resource Development's Ethical Standards

You are invited to take part in a research study being conducted by Vanessa Ann Claus, a doctoral student from the Department of Adult Education and Human Resource Development at Texas A&M University. The information in this form is provided to help you decide whether or not to take part. If you decide you do not want to participate, there will be no penalty to you, and you will not lose any benefits you normally would have.

Why Is This Study Being Done?

The purpose of this study is to survey is to understand the perceptions of AHRD's current and former members regarding the clarity, importance and applicability of AHRD's *Standards on Ethics and Integrity*.

Why Am I Being Asked To Be In This Study?

You are being asked to be in this study because you have been identified as a current or past member of AHRD through AHRD's membership directory or AHRD's LinkedIn group.

How Many People Will Be Asked To Be In This Study?

Approximately 680 people (participants) are invited to participate in this online survey.

What Are the Alternatives to being in this study?

None, the alternative to being in the study is not to participate

What Will I Be Asked To Do In This Study?

You will be asked to complete a 25-question survey, which is comprised of close ended and demographic questions. Your participation in this study will last as long as it takes to complete the 25 survey questions.

Are There Any Risks To Me?

The things that you will be doing are greater than risks than you would come across in everyday life. Although the researchers have tried to avoid risks, you may feel that some questions might be personal, remember, you do not have to answer anything you do not want to.

Will There Be Any Costs To Me?

Aside from your time (approximately 20 minutes), there are no costs for taking part in the study.

Will I Be Paid To Be In This Study?

You will not be paid for being in this study.

Will Information From This Study Be Kept Private?

The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Vanessa Ann Claus and Dr. Fredrick Nafukho will have access to the records. Information about you will be stored on a computer in which files are protected with a password.

Information about you will be kept confidential to the extent permitted or required by law. People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) entities such as the Texas A&M University Human Subjects Protection Program may access your records to make sure the study is being run correctly and that information is collected properly.

Information about you and related to this study will be kept confidential to the extent permitted or required by law.

Who may I Contact for More Information?

You may contact the Principal Investigator, Vanessa Ann Claus, doctoral student, to tell her about a concern or complaint about this research at 616-633-2822 or vanessalclaus@neo.tamu.edu. You may also contact the Protocol Director, Dr. Fredrick Nafukho at 979-845-2716 or fnafukho@tamu.edu.

For questions about your rights as a research participant; or if you have questions, complaints, or concerns about the research, you may call the Texas A&M University Human Subjects Protection Program office at (979) 458-4067 or irb@tamu.edu.

What if I Change My Mind About Participating?

This research is voluntary and you have the choice whether or not to be in this research study. You may decide to not begin or to stop participating at any time. If you choose not to be in this study or stop being in the study, there will be no effect on your student status, medical care, employment, evaluation, relationship with Texas A&M University, etc. or your membership with the Academy of Human Resource Development.

By participating in this survey, you are giving permission for the investigator to use your information for research purposes.

Thank you,

Vanessa Ann Claus
Texas A&M University

APPENDIX E

My name is Vanessa Ann Claus and I am a doctoral student at Texas A&M University in the Department of Adult Education and Human Resource Development, as well as a member of the Academy of Human Resource Development (AHRD). Approximately ten days ago, you received an email from me requesting participation in an online survey, considering you have been identified as a current member of AHRD through AHRD's membership directory.

Although the survey content has not changed since you received my last email, this is an update regarding that the survey submission timeline has been extended until January 5, 2013 at 7:30 PM. In order to capitalize on responses from survey participants, extending this deadline is essential.

For my dissertation study, I am surveying past and current members of AHRD regarding their perceptions of AHRD's *Standards on Ethics & Integrity*, as well as the clarity of these standards. Given your previous or current affiliation with AHRD, you are invited to participate in this brief research survey, which will take approximately 20 minutes to complete.

This purpose of this survey is to understand the perceptions of AHRD's current and former members regarding the clarity, importance and applicability of AHRD's *Standards on Ethics and Integrity*.

There are no known risks if you decide to participate in this research study, nor are there any rewards for participation. The information you provide will help me explore the influence of nationality on ethical perspectives. Additionally, this information will be shared with AHRD's leadership team.

Your participation in this study is voluntary and anonymous. If you choose to participate in this survey, please visit the following link:

https://tamucehd.qualtrics.com//SE/?SID=SV_4Vjd6ZMeuYnfFuB

Additionally, please review the attached Information Sheet, which will provide you with additional information about the study and its compliance with IRB regulations.

Thank you for your assistance!

Respectfully,

Vanessa Ann Claus
Texas A&M University
vanessa1claus@neo.tamu.edu

Fredrick Nafukho (PI)
Texas A&M University
fnafukho@tamu.edu

APPENDIX F

DIVISION OF RESEARCH

Office of Research Compliance and Biosafety

DATE: December 19, 2012 MEMORANDUM TO: Fredrick Nafukho

FROM: Office of Research Compliance and Biosafety Institutional Review Board

SUBJECT: Exempt Approval

Protocol Number:

IRB2012-0687

Title: PERCEPTIONS AND CLARITY OF THE ACADEMY OF HUMAN
RESOURCE DEVELOPMENT'S ETHICAL STANDARDS

Approval Date: 12/19/2012

Continuing Review Due: 11/15/2015

Expiration Date: 12/15/2015

Category 2: Survey unlinkable to individuals and no risks from disclosure Regulatory

Comments: Approved waiver of documentation of consent.

This research project has been approved. As principal investigator, you assume the following responsibilities

- . Completion Report: Upon completion of the research project (including data analysis and final written papers), a Completion Report must be submitted to the IRB Office.
- . Adverse Events: Adverse events must be reported to the IRB Office immediately.
- . Deviations: Deviations from protocol must be reported to the IRB office immediately.
- . Amendments: Changes to the protocol must be requested by submitting an Amendment to the IRB Office for review. The Amendment must be approved by the IRB before being implemented.

This electronic document provides notification of the review results by the Institutional Review Board.

750 Agronomy Road, Suite 2701 1186 TAMU College Station, TX 77843-1186

Tel. 979.458.1467 Fax. 979.862.3176 <http://rcb.tamu.edu>